Yukon Government Department of Education

Annual Report

2008-09 ACADEMIC YEAR

Yukon
Education

To the reader

This annual report describes the activities of the Department of Education for the 2008–09 academic year, which ran from August 1, 2008 to July 31, 2009.

Budget information presented in this report is for fiscal year 2008–09.

The Department of Education is continuously working on improving our reporting methods to help ensure we provide the most useful information about the state of education in Yukon, and present it in the most understandable way. Persons seeking additional information about the Department of Education can contact the Department of Education's Communications Coordinator at 867-393-7102 for local calls, or toll free at 1-800-661-0408.

Purpose of the Annual Report

Section 5(h) of the *Education Act* (RSY 2002, c. 61) requires the Minister of Education to table an Annual Report on the state of education in the Yukon, including reports from each school board, in the Legislative Assembly following the end of the year for which the report is made.

The Department of Education would like to hear from you

To help us improve our reporting methods, the Department of Education is seeking comments. Is there other information you would like to see included in the annual report?

Please send your feedback to:

Communications Coordinator
Yukon Department of Education
Box 2703
Whitehorse, Yukon Y1A 2C6

Or

contact.education@gov.yk.ca

Please note:
The Department of Education is continuously making improvements to the quality of its data. Sometimes these changes result in differences from previously established reports. The data contained in this report is the most accurate data available at the time of publication.

Photos *All photos Yukon Government*

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Message from the Minister

Dear Reader,

There cannot be a more optimistic topic to discuss than Education. Education is about our children, our community and our future. The vision of all Yukon people possessing a desire for and appreciation of lifelong learning; a strong commitment to their communities; and the knowledge and skills needed to live meaningful, productive lives is a powerful one. And it is one that the Department of Education is proud to have an important role in achieving.

Our task is turning our vision into reality, to build upon the strengths of our current system and to respond to our challenges by creating a more responsive system — one that is responsive to the needs of our individual learners, our communities, our languages, our cultures, our histories and our future. Our challenge is to create an educational system that will engage, evolve and transform in order to meet to the expectations, needs and demands of the ever-changing world we live in. The following pages of this report will detail many of the ways that Yukon's Department of Education is changing to meet these needs.

In this report, you will find information about programs, research projects and changes to the way we are "doing business." It includes information on changing curriculum content, changing teaching/learning practices (such as the expansion of our experiential education programs to include a First Nation Experiential Education Program), additional professional development programs for our educators (such as the Yukon Educational Leadership Program, the University of Northern British Columbia/Yukon College Master of Education program, and the Yukon College Educational Assistant certificate) and information on how we are continuing to work in collaboration with our partners and stakeholders.

The report also details many of the outcomes and statistical indicators of our system. In addition to the indicators provided, the department will continue to develop tools to measure the performance of our system. This will include a new Yukon high school exit survey that will track the progress of Yukon students through post-secondary education and into the workforce. We will continue to use these indicators to make changes to the system in order increase opportunities for our students.

These initiatives, changes and results reflect the hard work of department staff, educators, First Nations representatives, school council and school board members, community organizations, students and individuals who are working with us to improve education for all Yukoners.

I would like to express my gratitude to all of you, for all your hard work in contributing to the success of Yukon's education system. And I look forward to continuing to work together to achieve our vision.

Sincerely,

Patrick Rouble
Minister of Education

Message from the Deputy Minister

Dear Reader,

It has been exciting and inspiring to work with the many committed and talented educators, Department staff, First Nations, school councils, boards, parents and students. By working together to support lifelong learning, we are strengthening communities, creating economic opportunities and improving the lives of Yukoners.

Yukon's journey toward transformation of education is well underway. The 2007–08 academic year saw the release of the Education Reform Project Final Report and the launch of *New Horizons, our commitment to the future*. We have received recommendations from the Auditor General, the Secondary School Program Review report *One Vision, Multiple Pathways*, and many other reports, as well. In meetings, we received feedback and recommendations from school councils, the Yukon First Nations Education Advisory Committee and other groups. What we hear time and again is a consistent vision of delivering high-quality education — achieved through collaboration and partnerships — and improved assessment and reporting to ensure we are meeting our objectives.

As a result of the desire for community participation, the Department of Education has fundamentally changed the way it operates. We have reorganized our information gathering and decision-making processes to ensure we can engage our partners in a meaningful way. Our commitment to working with the Yukon First Nation Education Advisory Council and the Labour Market Framework working groups are just two of many examples of successful partnerships. We are grateful to our partners in education for their participation, and we will continue to nurture these partnerships by checking in to ensure these systems are working well, and fine-tuning our work and our systems as needed.

Education is ever-changing, and our quest to transform education is right in step with the rest of the world. The body of research continues to grow and advise on strategies to improve learning; technology continues to offer new opportunities and challenges, and community values continually change. In this constantly changing environment, education continues to evolve. By strengthening partnerships, we are working to ensure our changes are focused on our ultimate common goal of student success. With ongoing feedback loops with participation of our partners, we are better able to adapt and adjust to new challenges and opportunities than ever before.

I look forward to continuing our work with all our partners in education; together we can achieve success for all learners.

Sincerely,

Pamela Hine
Deputy Minister of Education

Department of Education Mandate

The Department of Education's mandate is to deliver accessible and quality education to all Yukon learners.

To achieve this mandate, the Department:

- works in close co-operation with partners in education to develop the intellectual, physical, social, emotional, cultural, and aesthetic potential of learners to the extent of their abilities
- works with learners so that they may become productive, responsible, and self-reliant members of the community while leading personally rewarding lives in changing world
- works in meaningful partnerships to promote and support post-secondary education, labour market activities and lifelong learning.

Department Primary Responsibilities

- To provide Kindergarten to Grade 12 education throughout Yukon
- To provide support and resources for Yukon learners
- To promote and support adult training, post-secondary education and labour force development
- To provide and administer student financial aid and employment training
- To collaborate with First Nations in the delivery of education
- To foster and maintain effective partnerships with all partners in education
- To promote and support French First Language and French as Second-Language programs in Yukon schools

Department Vision Statement – Success for Each Learner

Our vision is for all Yukon people to possess:

- a desire for and appreciation of lifelong learning
- a strong commitment to their communities
- the knowledge and skills needed to live meaningful, productive and rewarding lives

Department Values

The core values that guide the Department in its work are:

Respect

Equity

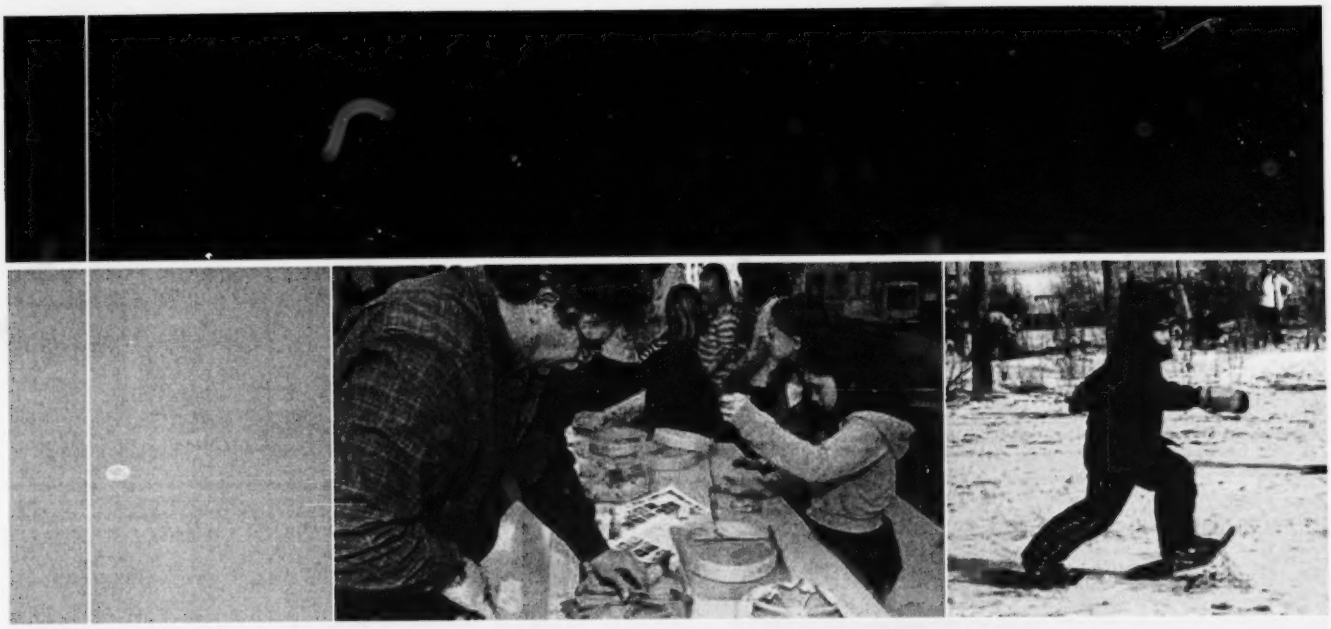
Fairness

Inclusion

Integrity

Responsibility

Compassion



Report of the Auditor General of Canada

The Department of Education continues to make progress on the commitments made in the January 2009 Auditor General's report. The audit provided a useful opportunity to look at the way we do business, and the department has capitalized on this review to incorporate changes and improve the way we deliver programs and services.

Specifically, in response to the recommendations contained within the audit, the Department prepared an Implementation Plan and presented it to the Standing Committee on Public Accounts. This synopsis of the recommendations made by the Auditor General is followed by an update of the Department's progress in responding to those recommendations.

A complete copy of the Auditor's Report along with the Implementation Plan submitted by the Department is available for viewing on the Yukon Legislative Assembly website, at **www.legassembly.gov.yk.ca/comm_publicaccounts.html**.

Note: The numbering of the following recommendations does not correspond to the numbering in the report by the Auditor General, where each paragraph is numbered, including the recommendations.

RECOMMENDATION 1: PERFORMANCE TARGETS FOR EDUCATION SUBGROUPS

The Department should establish performance targets for Yukon students overall, and to the extent possible, for each major student subgroup; determine what performance data it needs to gather; analyze data to identify critical trends and significant performance gaps; develop comprehensive action plans for significant gaps and for relevant subgroups; and present, in its annual report, the critical trends, significant performance gaps, and the results of actions taken to improve performance.

PROGRESS UPDATE:

A three-year assessment implementation plan is being developed. The Department will have the plan fully implemented by fall 2011.

The Department has committed to the new Yukon Student Information System (YSIS), and the first phase of data is being entered into the new system in the fall of 2009. By spring 2010 all attendance data for urban elementary schools will be on the new system. The system will be fully operational for all schools by fall 2012.

Data collection and analysis will be starting to occur on an ongoing basis as the new system provides for this work, and as it becomes fully operational.

RECOMMENDATION 2: TRACKING POST-SECONDARY STUDENT PROGRESS

The Department should investigate the feasibility of tracking the progress of its students in both employment and post-secondary education. This would allow it to monitor the success of its programs and policies aimed at helping students make the transition from public schools to post-secondary education and the workforce.

PROGRESS UPDATE:

A Graduate Exit Survey is in the process of being developed in collaboration with the Yukon Bureau of Statistics. It is expected that the six-year longitudinal survey will commence in spring 2010 with the June 2008 cohort of graduates or those who would have graduated in 2008 and carry on two more times over six years. This survey will include a Student Satisfaction Survey and will track graduates from Yukon College, again to monitor program success.

Progress and completion by all people enrolled in the apprenticeship program as well as students funded through the Yukon Grant and the Student Training Allowance will be tracked using the Yukon Student Information System once the system is fully operational in fall 2012.

RECOMMENDATION 3: COORDINATE WITH YUKON COLLEGE—STUDENT READINESS

The Department needs to coordinate its efforts with Yukon College to identify and, to the extent possible, address the root causes that lead to a lack of student readiness for the shift between high school and post-secondary education.

PROGRESS UPDATE:

The Department is continuing to meet with Yukon College to ensure alignment of the needs of graduating high school students with the entry level requirements of the college.

RECOMMENDATION 4: COMMUNITY TRAINING FUND CONTRIBUTION AGREEMENTS—COMPREHENSIVE STRATEGY

The Department should develop a comprehensive strategy for managing community training funds. Contribution Agreements should have clear terms and conditions and should be properly reviewed, managed and monitored.

PROGRESS UPDATE:

The Department is conducting a review of the Community Trust Funds to ensure that funding is aligned with the needs and priorities of the funds. This work is expected to be completed by the end of the 2010 fiscal year. Part of that review involves updating the 1998 Yukon Training Strategy, expected to be completed by April 2010. The newly revised strategy, renamed the Comprehensive Skills and Trades Training Strategy, will guide allocations of the Community Training Funds in 2010-11.

RECOMMENDATION 5: LONG-TERM STRATEGIC PLAN

The Department should develop a long-term strategic plan.

PROGRESS UPDATE:

The Department has completed a Department Plan along with branch plans that will guide the priorities of the three branches—Advanced Education, Public Schools Branch and the Education Support Services Branch—over the next year.

RECOMMENDATION 6: INTEGRATED RISK MANAGEMENT PLANS

As part of the strategic planning process, the Department should develop an integrated risk management plan that identifies and accesses the key risks the Department faces and the measures it will use to mitigate these risks. This information should be communicated to relevant staff so that there is an ongoing effort to identify, manage and report key risks.

PROGRESS UPDATE:

The Department has incorporated an Environmental Scan section in this year's Annual Report for the 2008–09 school year, a full year ahead of schedule. This component of the Department's work will continue to become more clearly defined and articulated in subsequent years and reported in the Annual Report.

RECOMMENDATION 7: SCHOOL GROWTH PLANNING POLICY

The Department of Education should develop a policy that lays out the specific purpose of school plans, expectations for their preparation including the link with the Department's strategic plan, the expected frequency of preparation of plans, and how school plan results should be reported. The policy should also incorporate review and feedback mechanisms.

PROGRESS UPDATE:

A draft policy has been developed, and it is in the approval process. The Department approved a School Growth Planning Policy in the fall of 2009, which is linked on the Department website and included in the Department of Education Policy Manual. Along with establishing a clear written policy that addresses the concerns of the auditor, the Department has slightly reorganized the Public Schools Branch and has dedicated staff resources to a key position in the Department to lead the School Growth Planning process.

RECOMMENDATION 8: HUMAN RESOURCE PLAN

The Department of Education should develop and implement a comprehensive human resources plan that clearly defines its current and future human resource needs and integrates them with its strategic plan; and develop an action plan or a strategy to deal with existing differences between current resources and short-and long-term staffing needs.

PROGRESS UPDATE:

A human resources plan to define our current and future resource needs is currently underway, on track and expected to be completed by spring 2011. The plan will also assist the Department in the progress towards a more equitable alignment between needs, resources and staffing.

RECOMMENDATION 9: LONG-TERM FACILITY PLAN

The Department of Education should work with the Property Management Division, to develop a long-term facility plan that takes into account the age, capacity, and location of facilities and student enrolments trends.

PROGRESS UPDATE:

The Department is making progress in the development and implementation of a facility plan that will inform the ongoing maintenance and eventual replacement of facilities. The plan will be completed on schedule in the spring of 2011.

RECOMMENDATION 10: TEACHING STAFF EVALUATION

The Department of Education should take the appropriate steps to ensure that teaching staff are evaluated on a timely basis, as required by the *Education Act*, the *Education Labour Relations Act*, and departmental policies.

PROGRESS UPDATE:

All administrators have been advised of those teachers who are not current in their three-year evaluation cycle, and steps are underway to ensure that all teachers are fully evaluated on a three-year cycle and are participating in Professional Growth Plans.

RECOMMENDATION 11: COMPREHENSIVE SCHOOL FACILITY AUDITS

The Department of Education should work with the Property Management Division of the Department of Highways and Public Works to conduct regular and comprehensive facility audits to ensure that major building deficiencies are identified. The audits should address environmental, health and safety issues, as needed.

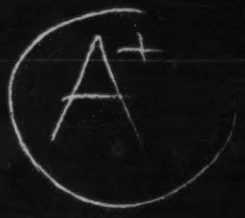
PROGRESS UPDATE:

Facility audits are being completed in accordance with the schedule committed to in the Implementation Plan for the Auditor's Report. This means that all roof audits on all schools are completed, and the structural audits are now underway and expected to be competed by the spring of 2010. Next year's work will focus on the energy management audits and the ventilation, heating and electrical audits.

Department of Education Branches

The Department of Education is divided into three branches:

1. Public Schools, which is responsible for elementary and secondary schools.
2. Advanced Education, which is responsible for supporting Yukoners seeking post-secondary learning opportunities in college, university and apprenticeships. Advanced Education also supports specialized training programs aimed at addressing specific needs in labour market development.
3. Education Support Services, which is responsible for providing departmental branches with leadership and decision support services in finance, human resources, communications, information technology and policy. It also provides for facility management, materiel management and student transportation services.



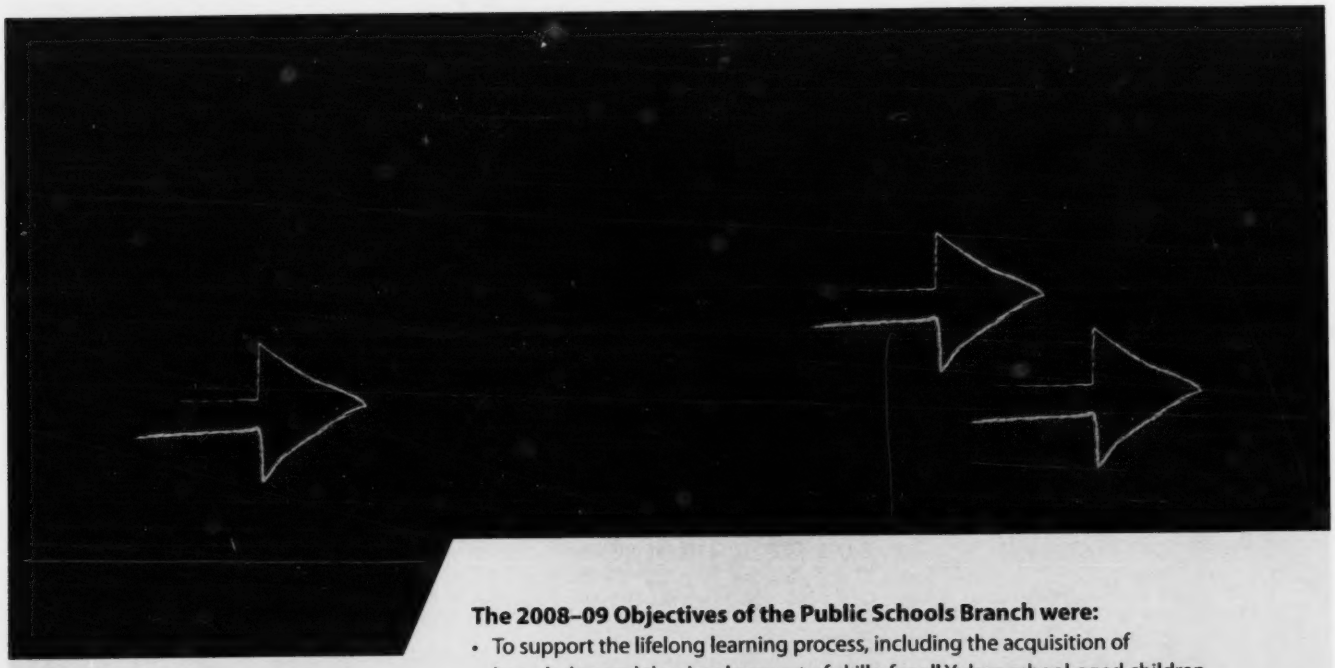
Educational Programming

The Public Schools and the Advanced Education Branches offer a variety of programs to advance their goals and objectives. Highlights are profiled in this report.

Public Schools Branch

Overview of the K–12 Public School System

The Public Schools Branch provides Kindergarten to Grade 12 education throughout Yukon in 28 schools, including three Catholic schools, the Wood Street Centre and the Individual Learning Centre. The Branch also provides support and resources for the Commission scolaire francophone du Yukon, distance education, home schooling and students with identified special needs.



The 2008–09 Objectives of the Public Schools Branch were:

- To support the lifelong learning process, including the acquisition of knowledge and the development of skills, for all Yukon school-aged children in accordance with Section 4 of the *Education Act*
- To provide tools and resources to support curriculum delivery, including environmental, experiential, and cultural programs and the use of distributed learning
- To provide for the development of locally and culturally relevant courses of study
- To provide and support French and Aboriginal language programs in Yukon schools
- To provide assistance and resources to support school-based programming for children with special needs
- To continue to support and expand literacy, numeracy and independent inquiry programs
- To respect and strengthen our partnerships in education through effective consultation and communication
- To ensure that parents and students are active partners in the education decision-making process
- To work closely with School Councils, Boards and Committees to ensure the skills and resources are available to further enhance the Yukon education system
- To cooperate with self-governing First Nations to implement the relevant obligations of Yukon government under the terms of the land claims settlements
- To build and maintain school facilities to support program delivery relevant to the student population
- To continue to support the site-based management of resources
- To provide support for professional development of staff, consistent with emerging needs in Yukon schools and current educational research
- To provide for safe school environments

The Education Reform Project final report is available at the Department of Education or at www.education.gov.yk.ca & www.cyfn.ca.

UNDER NEW HORIZONS, THE DEPARTMENT OF EDUCATION IS REORGANIZING ITS STRUCTURES TO FAVOUR PARTICIPATION OF STAFF, STUDENTS, COMMUNITIES AND FIRST NATIONS.

Highlights of Public Schools Branch 2008–09 Initiatives

New Horizons—our commitment to the future

New Horizons reflects the recommendations we have received from numerous sources, including:

- The *Education Act* Review (completed in 2002)
- The First Nations Education Advisory Committee's document, *Helping Students Succeed: Vision, Goals and Priorities for Yukon First Nations Education* (2008)
- *Together Today for our Children Tomorrow: A Statement of Grievances and an Approach to Settlement by the Yukon Indian People* (1973)
- The Education Reform Project Final Report (February 2008)
- The Secondary School Program Review report, *One Vision, Multiple Pathways* (October 2008)
- Report by the Auditor General of Canada, Public Schools and Advanced Education, Yukon Department of Education (January 2009)
- Current research and knowledge of best practices to inform the New Horizons initiative

The New Horizons initiatives involve a new way of approaching the delivery and design of education in Yukon. New Horizons represents a fundamental shift in the way decisions are made. Education will continue to evolve as we learn more about new ways to assist learners and gain more feedback in how best to engage community members.

The goal of New Horizons is to improve student achievement and to engage partners in working together with our staff members to transform education for Yukon learners of all ages, aspirations and walks of life.

The New Horizons initiatives involve a new way of approaching the delivery and design of education in Yukon. New Horizons represents a fundamental shift in the way decisions are made.

The goal of New Horizons is to improve student achievement and to engage partners in working together with our staff members to transform education for Yukon learners of all ages, aspirations and walks of life. Under New Horizons, the Department of Education is reorganizing its structures to favour participation of staff, students, communities and First Nations.

These structures are based on the priorities and resources of local groups. Under New Horizons, the Department of Education is supporting local initiatives that are aimed at improving student success. The Department is working with staff members, students and community partners to ensure the school system works in the best interests of each learner.

New Horizons is co-chaired with Council of Yukon First Nations, and partners include Yukon First Nations, numerous non-profit organizations, students, staff, parents and community groups. New Horizons relies on participation from teachers, administrators and other school staff to guide the future of education in Yukon.

Our aspiration to transform education through the New Horizons process is consistent with national and international trends. These trends include recognizing the need to improve outcomes for aboriginal learners, to improve community and First Nations engagement, and to adopt best practices to inform teaching and leadership.

The Department of Education has received over 400 recommendations from numerous sources, including the Education Reform Final Report and the Auditor General's report.

To manage all the recommendations in a systematic manner, they have been grouped into four goals:

1. Pride in our culture
2. Education of children and youth
3. Education of adults
4. Healthy communities

These goals are supported by four strategies:

1. Collaboration, consultation, partnerships
2. Professional growth, leadership and capacity
3. Information systems and facilities that match the programs
4. Literacy, assessment, research and reporting

Highlights of Achievements by Public Schools Branch, under New Horizons Strategies

Collaboration, consultation, partnerships

- Numerous stakeholder advisory committees are in place to ensure our partners have an effective way to participate in decision making in education. The First Nation Educational Advisory Committee takes a leadership role in many aspects of education. Key highlights include setting priorities in First Nations language and culture curriculum, guiding and participating in the development of First Nations curriculum materials, Elders in the Schools and other critical functions. Other advisory committees include:
    - Secondary School Programming Review Committee
    - Leadership Program Advisory Committee
    - Special Education Advisory Committee
    - Resiliency Committee
    - School Growth Planning Advisory Committee
    - Yukon First Nations Curriculum Working Group
    - Partnering with Council of Yukon First Nations as co-chair in New Horizons
- Individual partnerships among Department of Education and Yukon First Nations. Important achievements include a communications protocol with Tr'ondeck Hwëch'in and an agreement with Vuntut Gwitchin for the Experiential Program.
- At the request of the communities, we have begun conducting meetings with videoconferencing. This saves on costs, travel time and inconvenience for rural participants.

Professional growth, leadership and capacity

- Yukon Educational Leadership Program – Department of Education has developed and implemented the first year of the Yukon Educational Leadership Program with the assistance of the Yukon First Nations Education Advisory Committee and the Association of Yukon School Administrators. This program is designed to develop the skills and credentials of Yukon teaching professionals who are looking forward to taking on formal and informal leadership positions. Forty-four participants have received their Level 1 certificate. Educators who self-identified as Yukon First Nations citizens represented 15% of the participants. A second term will be offered in the 2009–10 school year.
- Masters in Educational Leadership Program—To ensure Yukon schools have educators and administrators with the highest qualifications, Department of Education partnered with Yukon College and University of Northern British Columbia to offer this advanced education opportunity for Yukon's educators. Courses will begin in the fall of 2009.

Information systems and facilities that match the programs

- Replacement of the F.H. Collins Secondary School facility—Government of Yukon committed $400,000 to begin the planning for the replacement of the school. A building advisory committee will ensure community members and educational stakeholders can provide the necessary input to help ensure the new facility will provide the best value for the students.
- Yukon Student Information System (YSIS)—Department staff conducted extensive research and preparation to implement the YSIS system in Yukon schools beginning in the 2009–10 school year.

Literacy, assessment, research and reporting

- YSIS will play an important role in assessment, reporting and guiding future decisions about where to allocate educational resources based on data and evidence of student learning.
- The Department of Education has been working on developing a Literacy Framework for Kindergarten to Grade 12.
- The Department of Education has been developing an Assessment Framework for Kindergarten to Grade 12.

School Growth Planning engages both school personnel and community members in identifying priorities for school programming, which become the School Growth Plan.

School Growth Planning

School Growth Planning is a process intended to encourage discussions about priorities by the school community and First Nations, and to promote greater commitment to achieving success. Department officials, school administrators, school councils and the Commission scolaire francophone du Yukon have been trained to use the process.

School Growth Planning engages both school personnel and community members in identifying priorities for school programming, which become the School Growth Plan. School Growth Plans are developed to establish a roadmap for successive years, focused on student achievement and success. They are signed off on an annual basis by the school administrator, who chairs the School Growth Planning Team, along with the School Council Chair, the Chief of the First Nation and/or the Chair of the Commission scolaire francophone du Yukon, the school superintendent and the Assistant Deputy Minister of Public Schools.

The School Growth Planning Advisory Committee, a stakeholder committee with representation from the Department of Education; the Association of Yukon School Administrators; the Yukon Teachers' Association; the First Nations Education Advisory Committee; the Association of Yukon School Councils, Boards and Committees; School Councils; the Yukon Association of Catholic Educators and the Commission scolaire francophone du Yukon met regularly to review the process and made recommendations for improving and supporting the process. All schools are well on their way to completing their first School Growth Planning cycle.

Secondary School Programming Review—*One Vision, Multiple Pathways*

The types of programs that are offered in high schools change over time to reflect the needs of the students and the communities. To help ensure that Yukon's school system is best prepared to meet the needs of secondary students and the community in the 21st Century, the Department of Education engaged in the comprehensive Secondary School Programming Review. In turn, the literature review, the inventory of current programs and the community input reflected in the final report informed the Department of Education as to the kind of secondary school facilities that should be designed for the future.

The report, *One Vision, Multiple Pathways*, is available for downloading on the department website at **www.education.gov.yk.ca/publications.html**.

The project was guided by the Secondary School Programming Advisory Committee, which was comprised of members from the Public Schools Branch, Advanced Education Branch, the First Nations Programs and Partnerships Unit, principals and School Council chairs from three Whitehorse high schools, representatives from the Yukon Chiefs Committee on Education, Council of Yukon First Nations and the First Nation Education Advisory Committee, a Yukon First Nations Elder, the Catholic Education Association of Yukon, the Commission scolaire francophone du Yukon, Yukon College and Yukon Teachers' Association.

Educators, current and former students, parents and families, community members, First Nations representatives, key stakeholders and government representatives were consulted. School site visits, in-person interviews, focus groups and web surveys were conducted. The team conducted community visits in those communities without high schools, where students attend high school after Grade 10 in Whitehorse, including Old Crow, Ross River, Teslin and Carcross.

The recommendations from the Secondary School Programming Report align with recommendations from the *Education Reform Final Report*, the Auditor General of Canada's report, the First Nation Education Advisory Committee's *Helping Students Succeed* strategic plan, and the informal internal review done of the Department of Education's Special Programs Branch.

As a result of the report's recommendations, strategic plans are being developed based on five pillars for improving programming in Yukon Education:

Experiential Education

Trades

Technology

French programs

Special Education

First Nations programming is considered within the context of each pillar. The Secondary School Advisory Committee will continue to meet to monitor the planning process and facilities development.

The project was guided by the Secondary School Programming Advisory Committee, which was comprised of members from the Public Schools Branch, Advanced Education Branch, the First Nations Programs and Partnerships Unit, principals and School Council chairs from three Whitehorse high schools, representatives from the Yukon Chiefs Committee on Education, Council of Yukon First Nations and the First Nation Education Advisory Committee, a Yukon First Nations Elder, the Catholic Education Association of Yukon, the Commission scolaire francophone du Yukon, Yukon College and Yukon Teachers' Association.

Excellence in Education Awards
Each year the Department of Education honours individuals who have exemplified commitment to the students of Yukon's public schools in many ways, both in the classroom and in the community. The Excellence in Education Awards were established to show the Department's regard to these individuals.

The following teachers received Excellence in Education Awards for 2009:

Annie Avery from Golden Horn School in Whitehorse

Linda McGregor from JV Clark School in Mayo

Caroline Holloway from Vanier Catholic Secondary School in Whitehorse

Elder Lizzie Hall from the Yukon First Nations Advisory Committee and many other committees and working groups

Mary Armstrong, Educational Assistant, from Golden Horn Elementary School

Education Programming Highlights

Individual Learning Centre
The Individual Learning Centre (ILC) opened its doors to students on February 1, 2005. It provides a safe and flexible learning environment for high-school-aged youth who have dropped out of school. At the ILC, students can pick up their studies and complete their secondary education.

Module-based curriculum, flexible and extended hours, and a continuous enrolment are hallmarks of the program. Activities such as art, physical education, hair dressing, carving, and woodworking are incorporated into the curriculum. Work experience placements, pre-employment programs, and career placement programs can be incorporated into the students' education plans.

In 2008–09 school year, the ILC was staffed by a team leader, two full-time teachers and 1.5 full-time equivalent remedial tutors. Twenty-two students, who may not otherwise have graduated, were able to complete their graduation program requirements at the ILC.

In October 2008, the ILC had 115 active students. Enrolment is continuous, so that students can apply to enter the program at any time during the school year.

Twenty-two students, who may not otherwise have graduated, were able to complete their graduation program requirements at the ILC.

The most recent Statistics Canada report on Information and Communication Technologies in Schools named Yukon as the most connected educational jurisdiction in Canada, with a student/computer ratio of 2.9:1.

Video conferencing also provides for more frequent involvements of rural staff in professional meetings and in-services. Hosting live, interactive video conferences allows rural teachers the opportunity to be full participants in professional development activities, without having to leave their communities to attend meetings.

Technology Assisted Learning

The Technology Assisted Learning Unit (TAL) provides pedagogical support and leadership in the use of information communications technology (ICT) for teaching and learning. The Information Technology Services and Support Unit works with TAL staff to provide technical and hardware support in the Department of Education and the schools.

The TAL Unit coordinates long-term planning for information communications technology hardware, and supporting software curriculum resources in Yukon public schools. This unit also coordinates professional development activities for staff, provides support for educators' mentoring or facilitating distributed learning programs in Yukon schools, and coordinates video conferencing and the electronic communications system used in schools.

The most recent Statistics Canada report on Information and Communication Technologies in Schools named Yukon as the most connected educational jurisdiction in Canada, with a student/computer ratio of 2.9:1. Students and professional staff enjoy high-speed internet access in all Yukon schools through YESNet (Yukon Education Student Network). All Yukon students and staff have access to a robust suite of global software applications that may be used across all curriculum areas. Yukon school computer technologies are renewed based on a five-year strategic plan that keeps pace with industry standards for hardware and operating systems.

During the 2008–09 school year, Johnson Elementary, Watson Lake Secondary, Teslin, Nelnah Bessie John, Kluane Lake, Ghùch Tlâ, Ross River, Del Van Gorder and Vanier Catholic Secondary Schools had their computer labs upgraded.

Four additional video conferencing suites were added to rural community schools, making this technology available in all 14 Yukon community schools, in addition to several locations in Whitehorse. Video conferencing assists in extending learning opportunities for students beyond their school. Video conferencing also capitalizes on the skills of specialized teachers who may extend their course delivery to other schools using this technology.

Video conferencing also provides for more frequent involvements of rural staff in professional meetings and in-services. Hosting live, interactive video conferences allows rural teachers the opportunity to be full participants in professional development activities, without having to leave their communities to attend meetings. The benefits of using this technology are both educational and economical. Use of video conferencing results in teachers spending less time out of the classroom for travel, resulting in more

contact time with their students, and there are also significant cost savings on travel expenses and substitute teacher salaries. Video conferencing also helps the Department meet its environmental stewardship target of reducing our ecological footprint. We estimate that we have achieved significant reductions in our footprint by meeting by way of video conferencing rather than by travelling.

Distributed learning refers to all forms of learning where students and their teachers may be separated in time and/or space, for some or all of the courses.

Distributed Learning

Frequently referred to as distance learning or correspondence, distributed learning programs increase students' access to learning opportunities in all Yukon schools. Distributed learning refers to all forms of learning where students and their teachers may be separated in time and/or space, for some or all of the courses.

Regardless of a student's location or school population, through distributed learning programs, students have access to all courses available in eight distance education schools in British Columbia, from B.C. Open School and Alberta's Distance Learning Centre. Locally, distributed learning opportunities are available by connecting with other Yukon classrooms by video conferencing. French students can access distributed learning through Centre francophone d'éducation à distance.

Students may register in a distributed learning course at any time during the year, and they have one full calendar year to complete their course. In the 2008–09 school year, 96 students enrolled in a total of 135 courses through distance education schools.

Home Education

Often referred to as home-schooling or home-based learning, home education is an option available to Yukon students. It is a way for students to learn in their homes and communities with an approach that is adaptable and individualized. With home education, the parents assume responsibility for their child's education. In the 2008–09 school year, there were 79 registered home educated students.

To support registered home education students, the Department of Education provides the following resources upon request:

- Learning resource materials (e.g., textbooks/teacher manuals). Samples are available for reviewing at the Department of Education's Resource Centre.
- Access to school equipment/facilities after school hours (e.g., library, gym, computer)
- Distance Education courses from the B.C. Ministry of Education are provided for students from Grade 1 to 12.
- Yukon Achievement Tests, which are available for students in Grades 3, 6 and 9 in Mathematics and Language Arts
- Catalogue of Curriculum Resources
- B.C. Distance Education Course Description Handbook

- School newsletters and other information about school events
- Assessment and consultation regarding a child's abilities and development (i.e. cognitive, physical & emotional development, hearing, vision, speech, language, reading and numeracy).

Summer School

Summer School 2009 was offered by the Department of Education at F.H. Collins Secondary School for secondary students who had not successfully passed or who wished to strengthen their skills in one of their core academic subjects. For this session, 116 students enrolled and 93 students completed summer school. Courses offered were English 8–11 and Principles of Mathematics 8–12.

Summer Literacy Camp

For the past three years, Public Schools Branch has organized a summer literacy camp at three elementary schools. The camps are for students entering Grade 2 or Grade 3. In 2008–09, 57 students regularly attended the 40-hour program. The main focus is to support students who may be at risk of regressing in their reading levels over the summer months. The program emphasizes differentiated instruction to ensure that the individual reading needs are addressed over the three to four weeks of intensive literacy skill building activities. During the fall term, the students are tracked to see whether they have retained the growth made. The program is a successful intervention as well as fun.

Early Intervention

Early intervention refers to programs that provide additional assistance as early as possible to children who have difficulty learning. At-risk Kindergarten children are identified with a computerized screening profile used in all schools.

The major early intervention programs supported by the Public Schools Branch for the 2008–09 school year were the full-day Kindergarten program, Wilson Reading and Reading Recovery.

In 2008–09, 57 students regularly attended the 40-hour program.

Full-Day Kindergarten and Kindergarten 4/5

Ensuring that as many Yukon children as possible learn to read, and giving our youngest students the foundation they need to succeed throughout their time in school, is a wise investment that will return social and financial benefits for years to come.

All Whitehorse schools, Tantalus School in Carmacks, Johnson Elementary School in Watson Lake and Robert Service School in Dawson City offer full-day Kindergarten. In addition, a combined Kindergarten for four and five-year-olds (K-4/5) was offered in numerous rural communities to provide children with more time to prepare for entry into Grade 1. The Child Development Centre assists by providing in-school support for a number of four-year-olds.

Reading Recovery

The Reading Recovery program is a key component in the early intervention strategy of the Public Schools Branch. Reading Recovery is delivered to students in Grade 1, to help them with reading and writing difficulties and to help them achieve average levels of literacy within approximately 12 to 20 weeks. In addition to classroom teaching, these students benefit from daily one-on-one teaching that helps them learn to be independent, problem-solving readers. Students who do not achieve the desired level of literacy receive further assessment and literacy programming.

Reading Recovery is delivered to students in Grade 1, to help them with reading and writing difficulties and to help them achieve average levels of literacy within approximately 12 to 20 weeks.

In 2008–09, there were 274 Grade 1 students enrolled in Yukon schools, not including the French Immersion or French First Language, and 149 Grade 1 students and 41 Grade 2 students received Reading Recovery instruction.

Of the 190 students who received Reading Recovery, 154 had the opportunity to complete their programs and 36 will continue Reading Recovery in the next school year.

Of the participants who completed their programs, 95 participants, or 61.69%, were successfully discontinued at the average level for their class in both reading and writing, and 38 students, or 24.68%, were referred to school-based teams for long-term assistance.

Reading Recovery Students' scores on Yukon Achievement Tests for Grade 3 Language Arts and Mathematics

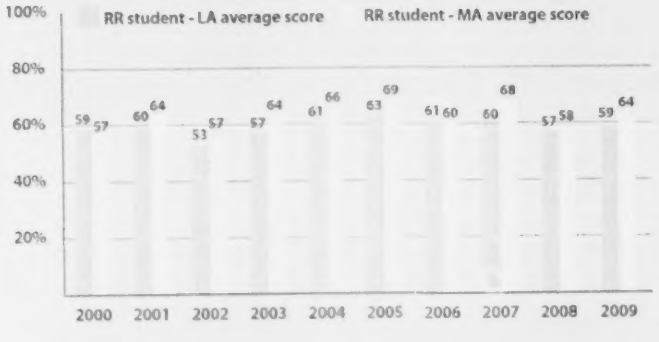


***Fig. 1**. The average scores for Reading Recovery Students in Yukon Achievement Tests on Language Arts and Mathematics over time. Successful achievement of a Yukon Achievement Test is a score of 50% or better.*

Students are able to experience firsthand the role of First Nation Elders as advisors, counselors, cultural experts and traditional teachers

Elders in the Schools

In the Elders in the Schools program, local Elders share their culture and knowledge with school staff and students. It helps teachers connect the curriculum areas with valid and authentic cultural information and activities. Students are able to experience firsthand the role of First Nation Elders as advisors, counselors, cultural experts and traditional teachers. Principals, teachers, students and parents all benefit from the presence of First Nation Elders in the schools.

Elders in the Schools is sponsored jointly by the Department of Education and participating Yukon First Nations. This program can be initiated upon request from a First Nation. In the 2008–09 year, the following schools participated in the program:

- Ghùch Tlâ Community School, Carcross
- Teslin School
- Eliza Van Bibber School, Pelly Crossing
- Chief Zzeh Gittlit School, Old Crow
- St. Elias Community School, Haines Junction
- J. V. Clark School, Mayo
- Takhini Elementary School, Whitehorse, as a pilot project

While the Yukon offers specific experiential courses at Wood Street and other Yukon schools, most Kindergarten to Grade 12 teachers incorporate experiential learning opportunities into their regular curricula delivery throughout the year.

Experiential Education

Experiential education includes practical, hands-on experience as part of the learning process. It is student centered and may integrate curricula across courses, depending on the setting and the intended learning outcomes. Experiential learning may take place in the classroom, gymnasium, school yard, in the community, in natural settings or at study sites further away. If land-based, it can include overnight camping in back-packed tents, qhinzees, wall tents or cabins. Expedition-centered experiential education often includes significant physical endeavor, such as biking, cross-country skiing, canoeing, hiking, snowshoeing and kayaking.

Science-centered experiential education emphasizes academic studies, including visiting ocean environments, enhanced with sailing, scuba diving and ocean kayaking. Experiential learning can also be facilitated using technology and simulated experiences related to curriculum without the physical element.

While the Yukon offers specific experiential courses at Wood Street and other Yukon schools, most Kindergarten to Grade 12 teachers incorporate experiential learning opportunities into their regular curricula delivery throughout the year.

The Public Schools Branch's innovative experiential programs include:

ACES (Achievement, Challenge, Environment, Service), Grade 10, Wood Street Centre

MAD (Music, Art and Drama), Grades 9–12, Wood Street Centre

SASE (Science and Socials Experiential), Grade 9, Porter Creek Secondary School

ES (Experiential Science), Grade 11, Wood Street Centre

OPES (Outdoor Pursuits Experiential Science), Grade 9, English, Wood Street Centre

PASE (Plein Air Science Experientials), Grade 9, French Immersion, Wood Street Centre

Vanier Catholic Secondary School Outdoor Education, Experiential Science Programs and "Sled Ed" experiential programming

St. Elias Community School Grade 9/10 programming – second semester

The enhancement of experiential education learning opportunities is a major focus for the First Nations Programs and Partnership Unit. Specific Grade 5 and Grade 12 First Nations curriculum material has been developed, which enhances the capacity to deliver outdoor education programming with culture camp experience.

The Public Schools Branch is currently reviewing Experiential Programming in Yukon Schools in order to identify successes and support best learning practice for all Yukon students.

Some highlights of the Department of Education's support for experiential education during the 2008–09 school year are as follows:

- Supported training to provide educators with the skills to use experiential techniques and ideas when they deliver curriculum. As a result of this support, it is expected that classroom teachers from all disciplines, at the elementary, intermediate and senior levels, will continue to use experiential approaches to support student learning.
- Conducted a review of the criteria for ES (Experiential Science), Grade 11, Wood Street Centre, to ensure that the program was accessible to a range of students across the Yukon. In addition to a revised application package, the selection process now includes a selection committee.
- Supported the Outdoor Pursuits Program's second year in the St. Elias Community School in Haines Junction. Students who participated improved their marks and were more self-assured, cooperative and mature by the end of the school year.

- Supported the GLOBE program, a science research set of protocols for students. The program monitors climate change as one element, and teaches applied research skills.
- Continued support of the FEAST program with nutritional planning, food preparation and menu management at F.H. Collins. This program helps students prepare for a career in the food service industry.
- Continued a foods preparation and menu management program at the Porter Creek Secondary School cafeteria.
- Promoted the inclusion of public school students in First Nations culture camp activities and integrated traditional First Nations outdoor activities.
- Introduced archeological research methods for onsite digs to the Grade 6 class at Robert Service School.
- Continued support for traditional school activities such as school bison hunts. In the spring of 2009, six schools participated in bison hunts.
- Provided programming assistance to Vanier Catholic School for their annual moose hunt and the Sled Education course.
- Provided planning assistance to École Émilie Tremblay for experiential programming in Grades 7–12.
- Supported travel to the Dominican Republic and the battlefield tour of Europe.
- Cleared the Aishihik Road for bison hunting access, provided upkeep of the Butte Creek cabins, the Mystery Lake Yurts and the cooking facility at Aishihik Lake.
- Offered a canoe instructor certification course to Yukon teachers.
- Extended mobile canoe programming to Grade 6 and Grade 9 students at St. Elias Community School; to Grade 6–9 students at Teslin School; to Grade 5 students at Hidden Valley Elementary School; and to Grade 6 students at Selkirk School and Takhini Elementary.

The Teen Parent Program operates from the Teen Parent Centre in Whitehorse. The purpose is to provide flexible education and support to pregnant teens and teen parents so that they can finish high school.

Teen Parent Program

The Teen Parent Program operates from the Teen Parent Centre in Whitehorse. The purpose is to provide flexible education and support to pregnant teens and teen parents so that they can finish high school. The program teaches students how to care for their children, plan and prepare healthy meals, manage their money, and plan for their futures. The program also provides daycare, counselling services, transportation, health guidance and referrals to other community agencies such as Healthy Families. The Centre also provides daily breakfast and lunch for expectant mothers, mothers and their children.

The Public Schools Branch offers a number of second language options for students. During 2008–09, the branch provided language courses and programs at 19 schools.

Youth Offenders

The Youth Offender Program is designed to ensure that incarcerated youth continue to have access to an educational program. One teacher provides educational instruction and life skills training for individuals at the Young Offenders Facility.

Yukon First Nation Languages and Second Languages

The Public Schools Branch offers a number of second language options for students. During 2008–09, the branch provided language courses and programs at 19 schools.

The branch was also involved in several additional Yukon First Nation languages initiatives:

- The Department continues to work under the advice of the Yukon First Nation Education Advisory Committee, which was established in 2004. The committee is working in partnership with various stakeholders in education to improve the results and experiences of First Nation students.
- In the 2008–09 fiscal year, the Department of Education spent $3,095,975 to provide:
  - Yukon First Nation second language programs curriculum development and teacher training, through an agreement with the Council of Yukon First Nations.
  - Salaries of 10 Yukon Native Language Centre staff members, as a direct contribution.
  - Salaries of 30 Yukon First Nation language teachers, including on-the-job-training for six First Nation language teacher trainees.
- The First Nation Languages Program and Curriculum Consultant, in partnership with First Nations, is able to coordinate the development of a framework to assist individual Yukon First Nations in developing a community-specific comprehensive language curriculum. A goal of the framework is to have a sequential program that is progressive with each grade level. The program takes a learner from being a non-speaker to a speaker with proficiency in the language. This curriculum development support is available upon request from a First Nation government. The Language Consultant also provides professional development and training for Yukon First Nation language teachers and trainees throughout the Yukon.

European Languages 2008–09

School	Community	Language Programming
Robert Service School	Dawson City	FSL + Enrichment Class at primary levels.
Del Van Gorder School	Faro	FSL
St. Elias Community School	Haines Junction	FSL
J. V. Clark School	Mayo	FSL
Johnson Elementary School	Watson Lake	FSL
Watson Lake Secondary School	Watson Lake	FSL
All elementary schools	Whitehorse	FSL, plus Intensive French in Holy Family and Christ the King Elementary
F.H. Collins Secondary School	Whitehorse	FSL, French Immersion, Spanish
Porter Creek Secondary School	Whitehorse	FSL, German
Vanier Catholic Secondary School	Whitehorse	FSL, Spanish
Whitehorse Elementary School	Whitehorse	Early and Late French Immersion

Note: FSL refers to French as a Second Language Program

Yukon First Nation Languages 2008–09

School	Community	Language Programming
Nelnah Bessie John School	Beaver Creek	Upper Tanana
Ghùch Tlâ Community School	Carcross	Tlingit
Tantalus School	Carmacks	Northern Tutchone
Robert Service School	Dawson City	Hän
St. Elias Community School	Haines Junction	Southern Tutchone
J.V. Clark School	Mayo	Northern Tutchone
Chief Zzeh Gittlit School	Old Crow	Gwich'in
Eliza Van Bibber School	Pelly Crossing	Northern Tutchone
Ross River School	Ross River	Kaska
Teslin School	Teslin	Tlingit
Johnson Elementary School	Watson Lake	Kaska
Watson Lake Secondary School	Watson Lake	Kaska
Elijah Smith Elementary School	Whitehorse	Southern Tutchone
F.H. Collins Secondary School	Whitehorse	Southern Tutchone, Gwich'in
Hidden Valley Elementary School	Whitehorse	Southern Tutchone
Porter Creek Secondary School	Whitehorse	Southern Tutchone
Selkirk Elementary School	Whitehorse	Southern Tutchone
Takhini Elementary School	Whitehorse	Southern Tutchone
Whitehorse Elementary School	Whitehorse	Southern Tutchone

Special Programs

Students in Yukon do not need a diagnosed disability to access supports and services. The Department of Education's service delivery model supports strengths-based, inclusive education.

When classroom teachers believe students may need additional support and/or programming, they work in collaboration with parents, learning assistance teachers and other school-based personnel to document information regarding student strengths and needs. This process is coordinated through a school-based team, which is chaired by the principal. The primary function of the school-based team is to provide assistance and support to teachers in accommodating the learning needs of all students in the regular classroom. The team, in consultation with parents, also determines when assistance is required from the Department of Education's Special Programs consultants for further consultation, assessment or the development of an Individualized Education Plan (IEP).

Students in Yukon do not need a diagnosed disability to access supports and services

Students with academic and behavioural difficulties are supported by their classroom teachers and the school-based resources, including learning assistance teachers, educational assistants and counsellors to enable inclusive educational practices. In addition, learning assistance teachers also provide differentiated learning opportunities for gifted and talented learners.

Special Programs Branch

Special Programs supports schools in developing and implementing programming and services for students with exceptional learning needs. The policy of the Department of Education is to educate these students in the least restrictive, most enabling and inclusive environment as possible.

In general, the least restrictive educational environment for students is the regular classroom, with appropriate programming adaptations and/or modifications to meet their unique needs. The Department does operate a number of specialized, low enrolment programs for those students with greater diagnosed needs.

The policy of the Department of Education is to educate these students in the least restrictive, most enabling and inclusive environment as possible.

Requests for assistance from Special Programs come from the school-based team after school-level resources have been explored and utilized. Referrals to other agencies, within or outside Yukon are the responsibility of the Director of Programs and Services, and upon the recommendation of the Manager of Special Programs. Although the department consultants provide additional assessment expertise, the primary focus is to help school staff develop appropriate programming for students.

Special Programs consultants also provide in-service workshops for teachers, administrators, parents and other interested individuals. They present current information and strategies related to student programming. Special Programs consultants serve all Yukon schools.

Wilson Reading supports inclusion by ensuring that students have the foundational literacy skills to be able to fully participate in school and community life and independently engage with the curriculum.

Wilson Reading System

The Wilson Reading System is a support to the core literacy program that is delivered in Yukon schools. The Wilson Reading System specifically addresses the learning style of students with a language-based learning disability; however, it is beneficial to any student lacking basic reading and spelling skills.

There are currently trained Wilson Reading teachers, or teachers undergoing training, in all Yukon schools except Kluane Lake School in Destruction Bay, Nelnah Bessie John School in Beaver Creek, and Chief Zzeh Gittlit School in Old Crow.

In the 2008–09 school year, 89 students received Wilson Reading instruction. Teachers report students in the program have the potential to make a two- to four-year gain in reading achievement, along with a tremendous improvement in the student's self-esteem and learning behaviours. Fundations, a classroom-based Wilson program, is also available in a number of Yukon schools.

Wilson Reading supports inclusion by ensuring that students have the foundational literacy skills to be able to fully participate in school and community life and independently engage with the curriculum.

Support to Students with Fetal Alcohol Spectrum Disorders (FASD)

In the 2008–09 fiscal year, the Department of Education allocated $116,800 for public schools and $136,520 for Advanced Education/Yukon College, for a total of $253,300 in basic funding for FASD initiatives. Funding for the Youth FASD Diagnostic and Support Team is separate money and not included in these figures.

Teaching strategies focus on developing social and communication skills. Supports and services include behavioural support, sensory integration, as well as programming assistance in the areas of language development and gross and fine motor coordination. Efforts are focused on individual needs as identified in a Student Learning Plan or an IEP.

Ongoing in-servicing on FASD is offered to all schools. Teachers are supported to attend conferences both in Yukon and outside the territory to explore best practices, and they are encouraged to share this information with their colleagues. The Department supports a learning resource centre that includes FASD materials, such as the Department of Education's resource manual, *Making a Difference: Working with Students who have Fetal Alcohol Spectrum Disorders*.

Support for students with FASD is provided based on identified need, and not a diagnosis.

Youth FASD Diagnostic and Support Team

Support for students with FASD is provided based on identified need, and not a diagnosis. However, diagnosis may assist students and their families to identify appropriate community supports, both now and when leaving school. Department of Education professionals such as speech and language pathologists, school psychologists, an occupational therapist, and physiotherapists already support students with comprehensive assessments and school programming, whether or not students are diagnosed with FASD.

The overall goal is for all individuals to have the additional supports needed to become as self-sufficient and productive as possible in their communities.

Working with the coordinator of the preschool FASD diagnostic team and a local physician, the Youth FASD Diagnostic and Support Team was formed to include Department of Education Special Programs consultants to address the referral of school-aged youth.

The Youth FASD Diagnostic and Support Team, with consent of parents and/or legal guardians, may assess youth between 5 and 18 years of age. There must be a suspected and/or confirmed prenatal use of alcohol to be considered for assessment. Up to 10 FASD assessments may take place each year.

Students on Individualized Education Plans (IEPs)

Students with exceptional learning needs may require Individualized Education Plans, which recommend adaptations to the way the curriculum is delivered or to program goals to ensure that the special needs of the child are reflected in classroom programming. These plans guide the students' learning activities in school and describe the services that are to be provided. IEPs identify:

- the strengths and needs of the student
- diagnostic information
- long-term or annual goals
- short-term specific objectives
- suggested instructional materials, methods and strategies including required adaptations or modifications and assessment methods
- documentation of performance data
- persons responsible for the implementation of the IEP, including parents
- the period of time and process for reviewing the IEP
- parents' written, informed consent for implementation

IEPs are developed by an IEP team consisting of the students (where appropriate), the parents or legal guardians, the students' teachers, other school support staff such as Educational Assistants and relevant personnel

from the Department of Education. With parent approval and the concurrence of the school principal, other persons may be added to the IEP team, such as physician, social worker, advocate, etc. IEPs are working documents and are reviewed at regular reporting periods and more frequently if necessary to adjust programming. For each student on an IEP, a summary of IEP goals, performance data and an evaluation is required at the end of each school year.

Additional programming and supports are identified through the IEP process. Depending on the needs of the student, these supports may include, but are not limited to, adaptive technology (e.g., hardware and software accommodations, listening devices, Braille equipment), school and classroom accessibility (e.g., ramps, washroom/changing facilities, lifting devices, lighting, sound systems), seating supports, feeding support, behavioural plans, as well as additional paraprofessional and consultative professional assistance as needed.

Yukon Students on IEPs 2008–09 School Year
Rural and Urban/Yukon First Nation and Non-First Nation

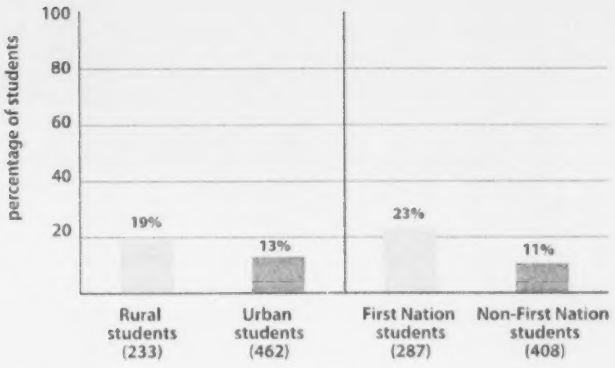


Fig. 2. *The number students on IEPs, broken down by rural and urban as well as First Nation and Non-First Nation students.*

Transition Support

The development of a transition framework started during the 2008–09 school year. Service delivery will include addressing needs of students in crisis as well as proactive planning for the key transition points in a child's educational career. For example, transitions into Kindergarten and transitions from Grade 3 to 4, Grade 7 to 8, Grade 9 to 10, and Grade 12 to post-secondary, work or other programs. The goal is to help students develop resiliency to enable them to succeed in a supportive learning environment. Students may or may not be on IEPs to receive transition support.

Francophone Education

Commission scolaire francophone du Yukon (CSFY) #23 offers education services to enhance the personal growth and cultural identity of the territory's Francophone learners. Formed in 1996, it is Yukon's only school board. It operates under the authority of the Minister of Education and has a mandate to provide French First Language (FFL) educational services for the Yukon.

Under direction from a Board of Trustees made up of five elected members chosen from Yukon's Francophone community, CSFY administers École Émilie-Tremblay, the territory's only French first-language school. The CSFY is also mandated to support FFL program requests anywhere in the territory where sufficient numbers warrant the service. At present, FFL is offered as a program in Whitehorse.

In 2008–09, approximately 158 students attended École Émilie-Tremblay.

The following section has been submitted by the Commission scolaire francophone du Yukon.

Report of the Executive Director Commission scolaire francophone du Yukon #23 Annual General Assembly 2009

The 2008–2009 school year continues the high standards in education. Staff at the School Board and at the school are always working hard to provide high-quality education in French.

This report is a summary of the various activities initiated or continued in the 2008–2009 school year, under the following key action areas:

1. *Curriculum*
2. *Communication*
3. *Community relations*
4. *Relations with the Department of Education*
5. *Relations with the national network*
6. *General results*

1. Curriculum

The CSFY continues to provide quality education to all students, from pre-kindergarten to Grade 12 so as to enable Francophone students work wherever they choose after graduating from high school.

- The CSFY offers a comprehensive and linear curriculum from pre-K to Grade 12.
- Staff at all levels use a grammar reference to guarantee a clear continuum and excellence in learning.
- The language enrichment program (francization) continues to grow. The staff is taking training, and sessions are also offered to the school's parents. This service is offered to all students to foster inclusion.
- Exogamy coordinators run information evenings for Anglophone parents. It is important that all parents feel comfortable at the school so that they can fully participate in their child's education. The service and activities are successful with students in the classroom and with parents in the community.
- The Boules de feu active living program for students in kindergarten to Grade 6 is ongoing: cross-country running in the spring and fall and cross-country skiing in the winter. The program promotes a healthy and active lifestyle for everyone.
- The school strives to be a green school, and is carrying on with its recycling program, which is overseen by the Grade 3/4 class for the primary school and the Grade 11/12 class for the high school.
- All students have access to remedial and psycho-educational services. Evaluations, pedagogical diagnoses and follow-up plans are done with input from the school personnel and students' families. Furthermore, Department of Education specialists work with staff and students as needed. The CSFY uses the services of a French-speaking psychologist from British Columbia to conduct assessments on targeted students.
- The CSFY continues to focus on the development and promotion of the high school curriculum. Académie Parhélie offers an experiential curriculum where subjects are integrated, focusing on fine arts and sports/nature.
- Laptops are available to all secondary school students and teaching staff to facilitate access to information, and are important work tools during experiential excursions.
- Grad 7/8 students continue to run the student radio program during the lunch hour.
- A remedial teacher from Quebec has given reading tutorials using the gestural approach, a method used with many students at the school.
- Monthly meetings take place with primary classroom teachers to implement a reading and writing continuum.
- Students at all levels participate in sports activities at Whitehorse schools.
- Whitehorse schools are regularly invited to participate in various cultural or sporting activities offered at the school.
- Academic trips for high school students were a success this year. Several community stakeholders have contributed directly or indirectly to the success of these trips.
- High school students do volunteer work in the Whitehorse community. Volunteer hours are recorded in the courses offered at the Academy.

2. Communication

- The website has been modified and simplified. The site serves the CSFY, École Émilie-Tremblay, Académie Parhélie and Garderie du petit cheval blanc daycare centre. The website is an important communication tool for the CSFY, as it contains a wealth of relevant information.
- An elaborate promotion campaign took place in the spring. These campaigns are important because they advertise the various educational services offered by the CSFY.
- The CSFY holds regular public meetings. A forum tracks meetings to give parents a platform for discussion.

3. Community relations

- The CSFY participates in the development and meetings of the school's parents' committee.
- The CSFY participates in community meetings on general community development plans.
- The Board has worked with its community education partners (CEP) to prepare an action plan for the new 2009–2013 bilateral agreement. The agreement has been presented to the Department of Education.
- Community education partners meet monthly to articulate and follow-up on all educational matters in the community.
- The school's cultural integration coordinator position is a key position in the development of community relations. The person in the position works closely with community partners and staff at the school to offer initiatives that meet the needs of students.
- The CSFY offers financial assistance to the cultural sector of the AFY so that it may carry out its various activities.
- Students at the school continue to write articles that are printed in Aurore Boréale.
- The CSFY continues to support the Garderie du petit cheval blanc daycare centre in its educational development. Workshops and/or training are offered as needed.
- Following a report to examine the possibility of the CSFY taking over management of the daycare centre, the centre has decided to stay with its current operation format.
- The CSFY offers its premises and equipment to the community as needed.
- The CSFY will soon experience an infrastructure crisis. École Émilie-Tremblay is getting too small for all the programs offered. The CSFY has taken steps with the community to try and gauge the interest in building a school-community centre. It has also hired an architect to create possible design sketches for the centre. This matter is still in the very early stages and its feasibility is linked to the legal recourse.

4. Relations with the Department of Education

The Department of Education offers students and staff at École Émilie-Tremblay the following services:

- Building maintenance and repairs
- School bus transportation
- Salary management and collective agreement
- IT support
- Territorial policies not included in the CSFY's policy document
- Services for students with learning difficulties
- Services of a pedagogical counsellor

The CSFY has partnered with the Yukon Department of Education to offer an enriched French program at the Robert Service School in Dawson.

This year, the CSFY has retained the services of a lawyer and has initiated legal recourse against the Department of Education to obtain full-scale school governance.

5. Relations with the national network

The CSFY participates in the meetings of three national and one regional organization: the Fédération nationale des conseils scolaires francophones (FNCSF); Association canadienne d'éducation de la langue française (ACELF); Regroupement national des directions générales en éducation (RNDGÉ); Association des directions d'éducation de l'Ouest et du Nord (ADÉON) and the Canadian Association of Communicators in Education (CACE).

- The FNCSF holds an annual meeting which is attended by the CSFY Executive Director and Chair. The FNCSF is the official representative of all French school boards outside Quebec. The organization is involved in all levels of education and presents education-related demands to the federal government.
- The ACELF also holds an annual meeting to which different stakeholders at the school are invited.
- The RNDGÉ and ADÉON hold a number of meetings throughout the year to give education branches an opportunity to create networks, share their experiences and set up shared programs.
- The CACE brings together all education communicators from across the country during its annual conference, which covers the communication strategies used in the education sector.

Here are the projects that directly affect students at École Émilie-Tremblay:

- SOS Devoirs, a national (online) tutoring service available to our students for help with their homework
- Management of Francophone diagnostic assessments for students in a minority setting, in partnership with British Columbia
- Regular meetings with the Conseil scolaire francophone de la Colombie-Britannique to articulate our resources and educational development sessions
- The CSFY is becoming a member of the CNPF (Commission nationale des parents francophones) on behalf of the CEP (Community Education Partnership)
- The arrival of two education interns
- Professional development internships for teaching staff in summer

6. General results

- The CSFY ran a summer camp in partnership with CEP stakeholders. The daycare centre ran a camp for 4- to 5-year-old children and the CSFY ran a camp for children 6 to 11. The two camps were a resounding success. The camps took place at the school.
- The School Board is a proponent of professional development. Staff members are invited to take part in professional development workshops that are in line with their professional development plan and the school's education plan.

Conclusion

The school's principal has completed her last year at École Émilie-Tremblay and will be returning to a southern school. The strategies put in place for sound and engaging school governance continue. The quality of education is key. The staff continues to work hard to develop strategies that meet the education needs of all students at the school.

The promotion and development of the high school curriculum continues to be a priority for the CSFY.

The concept of life long learning continues to be a priority for the CSFY. It is important to fully invest in early childhood education to give our families the appropriate services. The CSFY hopes to work very closely with all community and national partners to truly develop this aspect of education.

In conclusion, on behalf of the School Board I would like to thank all staff at the school for their hard work and professionalism, the parents of our students who place their trust in the school, and the community stakeholders who regularly work with us to give our students high-quality education with a special Franco-Yukon flavour.

A special thanks to the CSFY administrative team that makes my life so easy, and an incredible team of Board members!! These people are the pillars of our community and have put a lot of effort into providing the best services possible to all Franco-Yukon children.
Thank you all!!!

Tutorial Support

The Department of Education has made funding available to support all students in all 14 rural communities as well as students in some Whitehorse schools through the First Nations and Gadzoosdaa Residence. The funds can be administered by First Nations, school councils or other community agencies. By leaving administration in the hands of the community, the programs can be designed to fit the needs of the community.

Tutoring is another intervention strategy and promotes reinforcement of the literacy and numeracy concepts that have already been introduced in the classroom. It allows students to practice at their own pace and in a setting conducive to their learning. In tutoring, the incentive for learning can be motivational and helps to build personal responsibility for success.

Tutoring has helped students improve their academic abilities, and parents from across the Yukon have said that their children have benefited immensely from the program. When students feel prepared for school, they can feel confident about themselves and look forward to the many learning opportunities provided.

When students feel prepared for school, they can feel confident about themselves and look forward to the many learning opportunities provided.

Curriculum

The Department of Education establishes the curriculum and general philosophy of education for all Yukon schools.

The Government of Yukon is a full partner in the Western and Northern Canadian Protocol (WNCP). This protocol supports the development of common curriculum frameworks for Western and Northern Canada.

The British Columbia program of studies forms the basis of the Yukon curriculum; however, the branch and its educators frequently adapt programming to reflect local needs, conditions and opportunities. For example, Yukon is working hard to enhance its curriculum to reflect Yukon First Nations' cultural and linguistic diversity. In addition, the Public Schools Branch has a wide variety of programs to support the unique, contextual educational needs of Yukon students. Highlights of some of these programs are described in this report.

Yukon's Partners in Education

To have a responsive education system that supports success for all Yukon learners, the Department is working to engage partners in education to guide and support our schools.

First Nations Programs and Partnership Unit
Since August of 2006, the First Nations Programs and Partnerships Unit (FNPPU) has worked to build productive relationships with all stakeholders involved with First Nations' education, improve the results of First Nations students to work towards eliminating the gap and to integrate Yukon First Nation content, perspectives and practices, including appropriate protocol, throughout the education system.

Working collaboratively with the Yukon First Nation Education Advisory Committee (which invites representation and participation from all Yukon First Nations), the FNPPU has developed several exciting First Nation curriculum materials and resources for the Yukon classroom. The FNPPU implements the Yukon First Nation second language programs, the Yukon First Nation Language Teacher Trainee Program; the Elders in the School Program; the Community Orientation and a one-day New Teacher Orientation to Yukon First Nation cultures, histories and languages; and a Yukon First Nation Language Proficiency Program, which provides independent, motivated students with the opportunity to pursue structured study in developing language proficiency in their First Nation Language.

Yukon First Nations Education Advisory Committee (YFNEAC)
Coordinated by the First Nations Programs and Partnerships Unit, the YFNEAC includes members from all Yukon First Nations, appointed by their First Nations. Its members are Elders, teachers, education and human resource directors, Chief and Council members, land claims experts and other leaders directly involved in education in relation to First Nations people.

The YFNEAC provides technical advice, guidance, support and recommendations to the Department of Education's Public Schools Branch staff about Yukon First Nations education in the K–12 system. It aims to ensure that Yukon First Nations Elders' perspectives and knowledge are incorporated into the work of the YFNEAC and school programming.

Education in the Yukon is a partnership between governments, educators, school councils, boards and committees, parents, students, and community. Each partner has an important role to play.

School Boards, Councils and Committees

Education in the Yukon is a partnership between governments, educators, school councils, boards and committees, parents, students, and community. Each partner has an important role to play. In November 2000, the Association of Yukon School Councils, Boards and Committees (AYSCBC) was established as a registered society to provide services and support to its member councils, boards and committees. AYSCBC assists with training, coordination, facilitating communication among groups and helping to access expert advice.

Each parent has a role to advocate on behalf of their child. A board, council or committee supports the school in working in the best interest of all children in the school, as well as having a responsibility to contextualize their school's needs within the larger territorial perspective, considering the needs of all Yukon students. These groups provide a community point of view on decisions at both the school and department levels. In the 2008–09 school year, there has been parental representation on a number of department committees including the Department's School Growth Planning Committee, the Leadership Program Advisory Committee, the Special Programs Advisory Committee and the Secondary School Program Review Committee.

Student Achievement

Data Collection

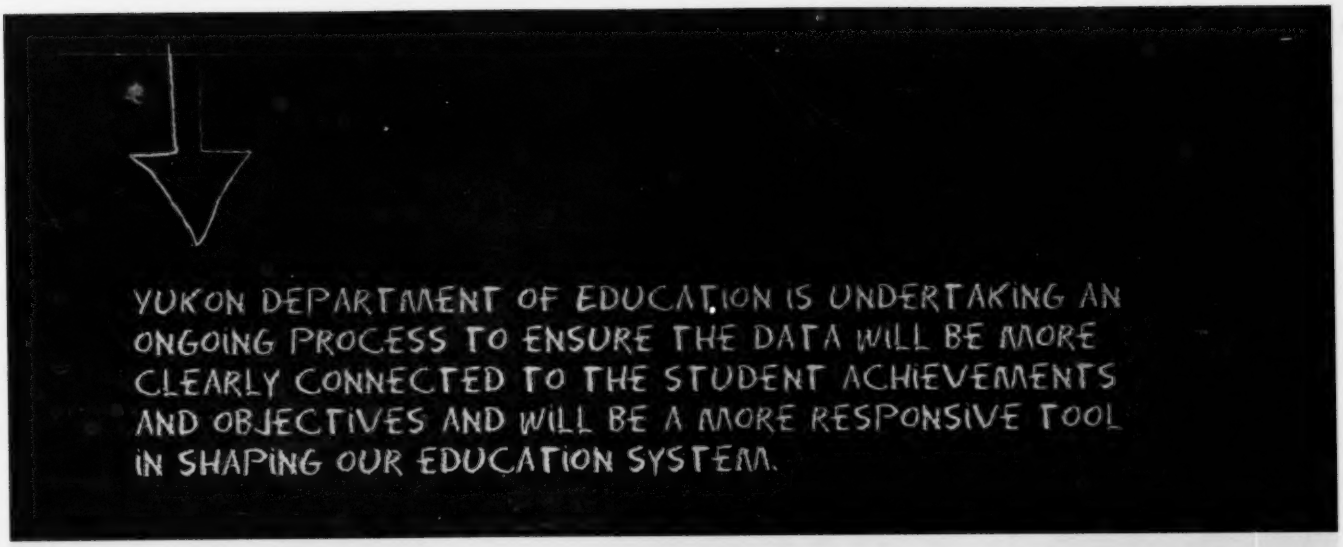
The Department of Education is continuing its focus on determining what data we should be collecting, how we are collecting data, how we are doing assessments, and how that information should be analysed and interpreted. Authentic assessment helps us identify what programs and supports are needed to ensure student success. Improving our data collection will help us address prevention and intervention strategies and enable us to differentiate instruction to meet all students' needs.

Across the country, educators are learning new ways to deliver programs and new ways to do assessments. Yukon Department of Education is undertaking an ongoing process to ensure the data will be more clearly connected to the student achievements and objectives and will be a more responsive tool in shaping our education system. While we strive to balance formative and summative assessment needs, our goal is to ensure that formative assessments guide instructional programming for all students.

YSIS will be phased in over the next two school years, and dedicated staff will be available to provide technical support.

Yukon Student Information System (YSIS)

During the 2008–09 school year, the Yukon Department of Education has extensively reviewed student information systems and conducted focus group discussions with school staff, including secretaries, teachers, administrators and counsellors. Ultimately, the decision was made to commit to implementing YSIS, based on BCeSIS (British Columbia's Enterprise Student Information System), as part of the Department of Education's commitment to address recommendations in the Auditor General's report and in the Education Reform Project Final Report. YSIS will be phased in over the next two school years, and dedicated staff will be available to provide technical support. YSIS will be able to more accurately articulate individual student programming and achievement as well as student system data.


YUKON DEPARTMENT OF EDUCATION IS UNDERTAKING AN ONGOING PROCESS TO ENSURE THE DATA WILL BE MORE CLEARLY CONNECTED TO THE STUDENT ACHIEVEMENTS AND OBJECTIVES AND WILL BE A MORE RESPONSIVE TOOL IN SHAPING OUR EDUCATION SYSTEM.

Achievement Tests

This report provides information that relates to the assessments mandated by the Department of Education. Achievement tests provide a snapshot of how a student does on one particular day and should be considered in the context of other classroom assessments that are more reflective of the child's ongoing demonstration of learning.

The Department of Education mandates various assessments to monitor the performance of students in key academic areas and at key transitions in students' educational experiences. In addition, the Department of Education uses the results of these assessments as indicators of the education system's performance. While indicators can show trends and raise interesting questions, they cannot alone provide explanations or conclusions. Additional research will always be required to diagnose the cause of problems and to assess solutions.

The performance indicators presented in this report are designed to give a picture of how students are achieving for the report year, over time, and in comparison with other jurisdictions.

Assessment Program Administered for 2008–09

Yukon Achievement Tests (YAT)	**Grades Involved**
Mathematics and Language Arts	Grades 3, 6 and 9
B.C. Provincial Exams (BCPEs)	Grades 10, 11 and 12

Yukon Achievement Standards

In August 1994, the Deputy Minister of Education established the standard for student achievement on mandated assessments. This standard, still in effect today, indicates that 85% of students should demonstrate Successful Performance (i.e., achieving 50% or better) and 20% of students should demonstrate Excellent Performance (i.e., achieving 80% or better). Information in this section indicates how well students performed against the standard in the YATs and the BCPEs.

85% of students should demonstrate Successful Performance (i.e., achieving 50% or better) and 20% of students should demonstrate Excellent Performance (i.e., achieving 80% or better).

Overview of Achievement in Mathematics and Language Arts

The Public Schools Branch is continuing to monitor systemic indicators in the areas of numeracy and literacy. The figures detail student performance in terms of the Yukon Achievement Standards defining success and excellence.

Achievement in Language Arts 2008–09 (Grades 3, 6, 9, 10 and 12)

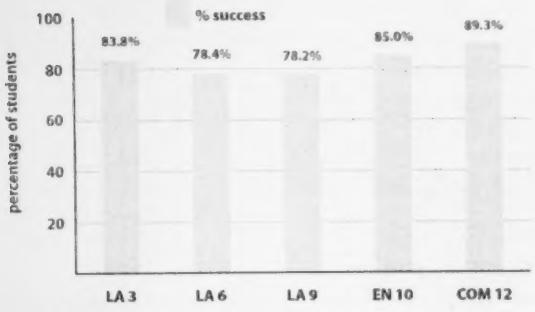


Fig. 3. *The percentage of students achieving scores of 50% or better in Language Arts. LA means Language Arts, COM means Communications, EN means English.*

Excellence in Language Arts 2008–09 (Grades 3, 6, 9, 10 and12)

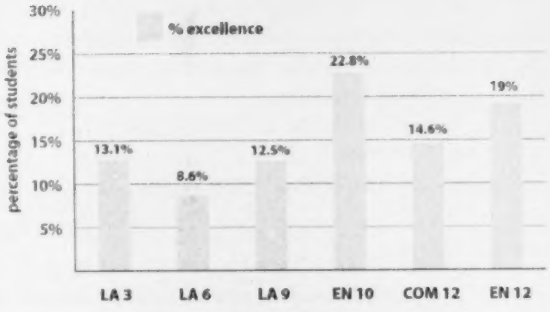


Fig. 4. *The percentage of students achieving scores of 80% or better in Language Arts. LA means Language Arts, COM means Communications, EN means English.*

The percentage of Grade 3 students who have achieved successful performance in Language Arts has shown positive growth from last year. The percentage of Grade 6 students who have achieved successful performance has shown a slight increase. The percentage of Grade 9 students with successful performance in Language Arts remains relatively steady. Whereas English 10 figures remained steady, the percentage of students who achieved success in Communications 12 went down significantly from 95.4% last year to 89.3% this year.

The percentage of students who achieved excellence in Language Arts 3 and 6; English 10, Communications 12 and English 12 decreased; however, the percentage of students who achieved excellence in Language Arts 9 increased by 2.7%.

Achievement in Mathematics 2008–09 (Grades 3, 6, 9, 10 and 12)

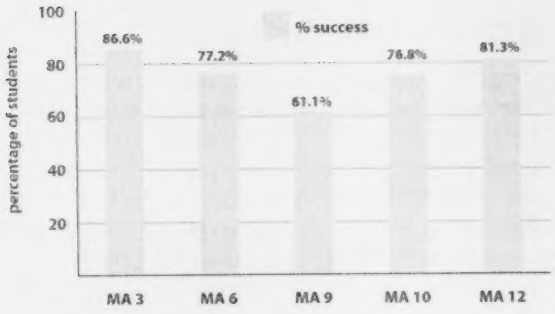


Fig. 5. *The percentage of students achieving scores of 50% or better in Mathematics.*

Excellence in Mathematics 2008–09 (Grades 3, 6, 9, 10 and 12)

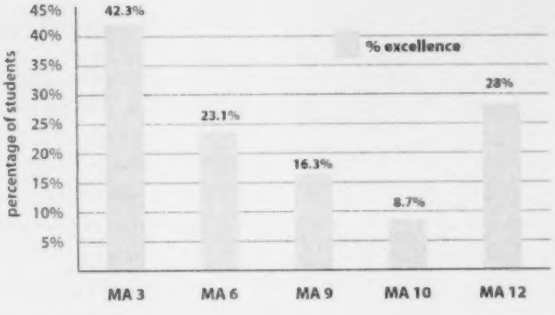


Fig. 6. *The percentage of students achieving scores of 80% or better in Mathematics.*

Yukon Achievement Tests (YAT)

The Yukon Achievement Tests are curriculum-referenced tests based on the Western and Northern Canadian Protocol (WNCP) common curriculum framework in Language Arts and Mathematics. As Yukon is a participating member in WNCP, this allows us to utilize these Alberta-based tests, and to make comparisons to Alberta results. Yukon students are expected to write the Yukon Achievement Tests at the end of Grade 3 and Grade 6. The Mathematics 9 and Language Arts 9 tests are written at the end of the course (i.e., semester or year end) and count toward the student's final mark for the course.

The key purposes of the YAT assessment of student learning against curriculum-based standards are:

- to determine if students are learning what they are expected to learn,
- to report to Yukoners how well students have achieved territorial standards at given points in their schooling, and
- to assist schools and the Department of Education in monitoring and improving student learning.

Yukon Achievement Test Reporting

Several levels of reports are provided to schools for the Yukon Achievement Tests (YATs). The first report is a school-level summary, which provides the aggregate results of the school in comparison to Yukon as a whole, as well as Alberta results. The second report is a school profile that lists all students' results in each particular school. Finally, the Individual Student Profile reports on a single student's results. A copy of this last report is placed in the student's permanent record and is available for parents to review with the teacher. YAT reporting does not reflect the performance of all students in Grades 3, 6 and 9 — only the students who participated in the testing. Students may be absent on the day of testing or may be exempted for a number of reasons.

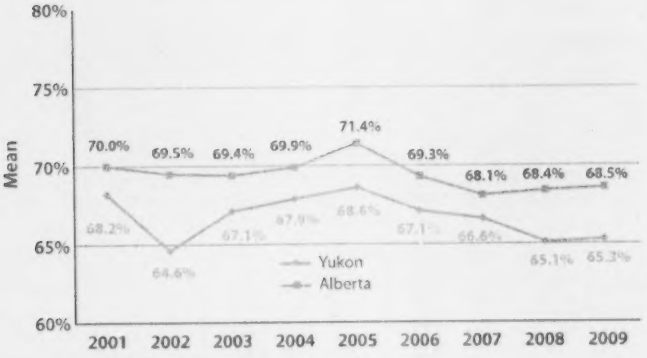
In October, Curriculum and Special Programs Consultants provide schools with test item analysis information. Follow-up support is available to guide reflective practices and to elicit purposeful strategies for improving individual and collective student learning and for professional in-servicing targeted to meet identified needs.

The Department is currently reviewing best practices and intervention strategies to enable the better differentiation of instruction. We also understand that success can be measured in different ways; for example, by making accommodations for cultural and traditional ways of knowing and representing knowledge. These tests are just one method of assessing student learning.

Grade 3 Highlights

In Language Arts 3, scores are remaining steady from last year, and Yukon students are paralleling the student performance of Alberta.

Yukon Achievement Tests
English Language Arts 3 Average Scores 2008–09



Grade 3 students made significant growth in mathematical skills between 2007–08 and 2008–09. The student performance gap has significantly narrowed between Alberta and Yukon.

Yukon Achievement Tests
Mathematics 3 Average Scores 2008–09

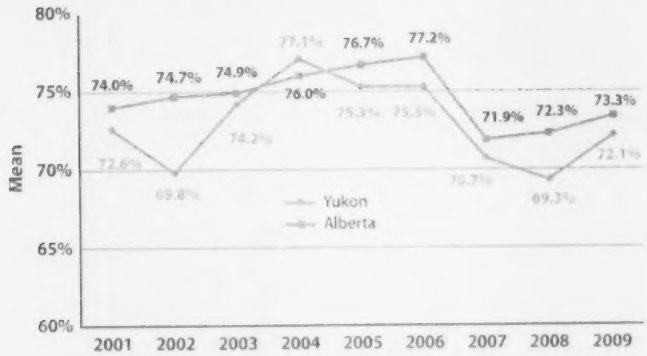


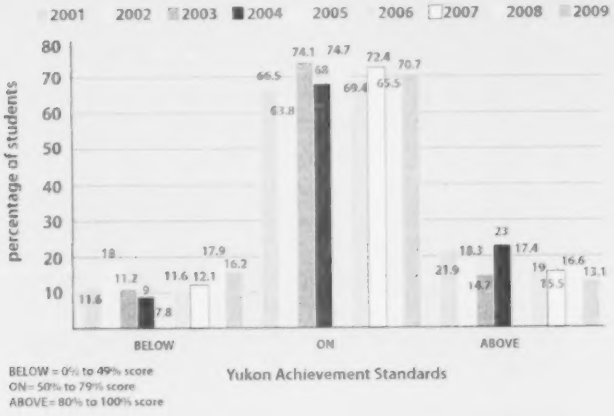
Fig. 7 and 8. *A comparison of the average scores of Grade 3 students in Language Arts and Mathematics in 2009 for Yukon and Alberta.*

Distribution of Results

YAT results are also reported through the distribution of marks broken down by the achievement standards that were set by the Deputy Minister in 1994. The data indicate the percentage of students in Grade 3 who achieved at each of the specific levels of below standard (0% to 49%), success (50% to 79%) and excellence (80% to 100%).

In 2008–09, fewer students are below standard and more students are on and above standard in both Language Arts and Mathematics. The trend is toward improvement.

Yukon Achievement Tests
English Language Arts 3—Yukon Distribution of Results



Yukon Achievement Tests
Mathematics 3—Yukon Distribution of Results

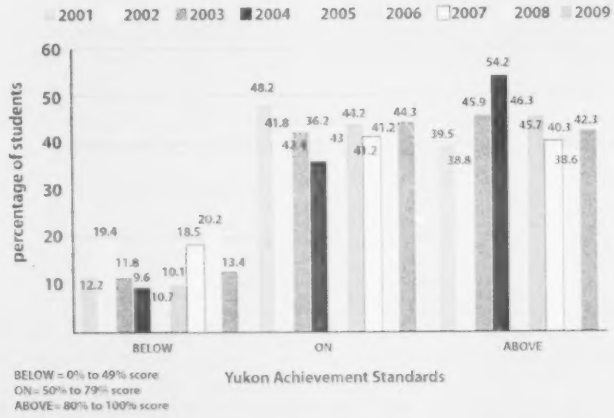


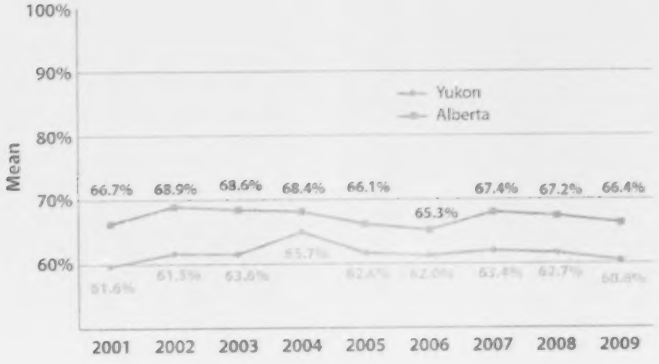
Fig. 9 and 10. *The percentage of students' achievements at levels of below standard, success and excellence over time in Language Arts and Mathematics for Grade 3.*

In 2008–09, fewer students are below standard and more students are on and above standard in both Language Arts and Mathematics. The trend is toward improvement.

Grade 6 Highlights

In Mathematics 6, there is a noticeable increase in mathematics skills from 2007–09 to 2008–09. Again, the growth in performance parallels that of Alberta.

English Language Arts 6 Average Scores



In Language Arts 6, average scores decreased for both Yukon and Alberta students. Overall, Yukon performance levels have remained pretty constant between 2005 and 2008; the decline will be closely monitored.

Mathematics 6 Average Scores

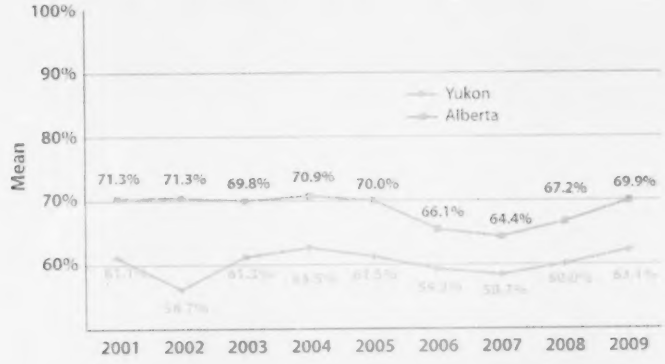


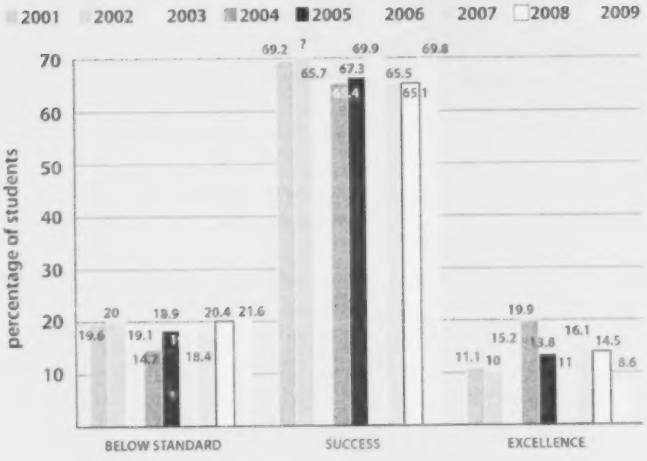
Fig. 11 and 12. *A comparison of the average scores of Grade 6 students in Language Arts and Mathematics in 2009 for students in Yukon and Alberta.*

Distribution of Results

The distribution of results indicates the percentage of students in Grade 6 who achieved at each of the specific levels of below standard (0% to 49%), success (50% to 79%), and excellence (80% to 100%).

In Language Arts 6, the data indicate that overall we are having students maintain comparable levels of success. In Mathematics, the trends are good. We have a significant increase in students meeting the level of success and a significant decline in students performing below standard. This positive change may be due to the focused use of formative assessment in the classrooms.

English Language Arts 6—Yukon Distribution of Results



Mathematics 6—Yukon Distribution of Results

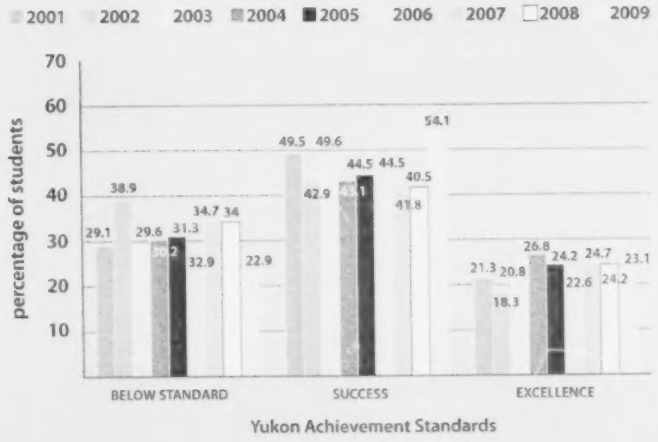
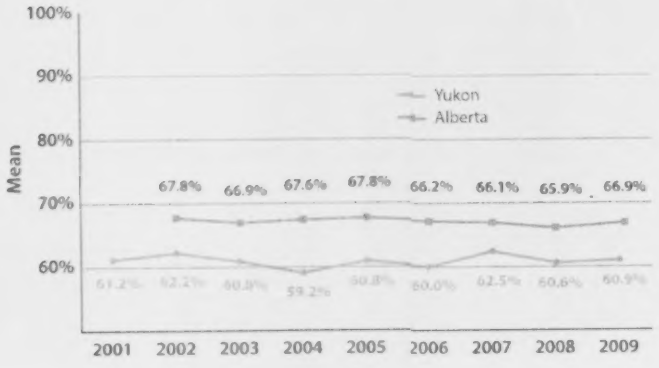


Fig. 13 and 14. *The percentage of students' achievements at below standard, success or excellence over time in Language Arts and Mathematics for Grade 6.*

Grade 9 Highlights

Grade 9 Language Arts average scores indicate similar performance trends as last year, and again, Yukon scores closely parallel the small increase in Alberta scores. Grade 9 Mathematics again indicate; the same trend as last year, and Yukon scores closely parallel the change in the Alberta average scores.

English Language Arts 9 Average Scores



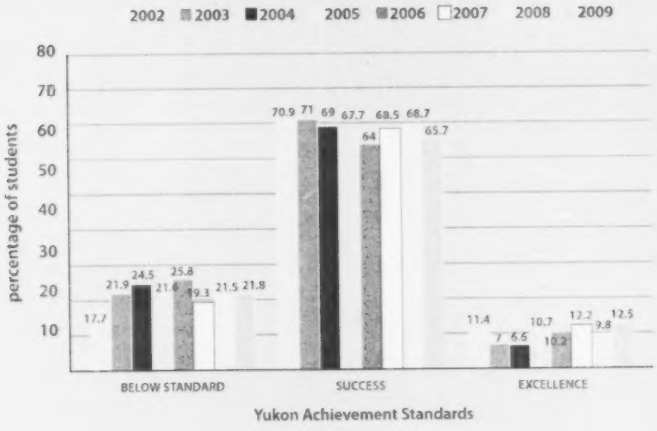
Mathematics 9 Average Scores

Fig. 15 and 16. *A comparison of the average scores of Grade 9 students in Language Arts and Mathematics in 2009 in Yukon and Alberta.*

Distribution of Results

The distribution of results indicates the percentage of students in Grade 9 who achieved at each of the specific levels of below standard (0% to 49%), success (50% to 79%), and excellence (80% to 100%).

Language Arts 9—Yukon Distribution of Results



Mathematics 9—Yukon Distribution of Results

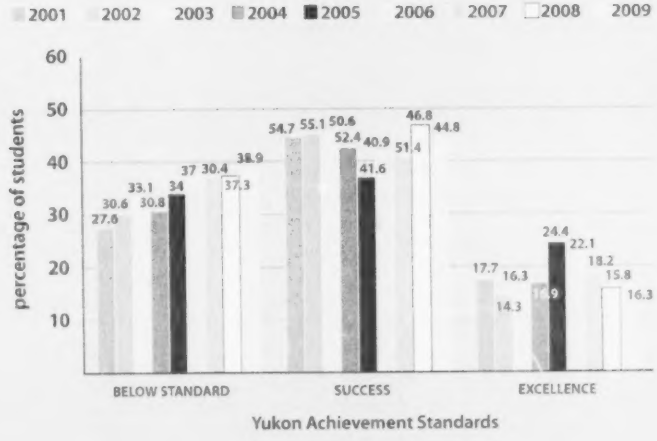


Fig. 17 and 18. *The percentage of students' achievements at below standard, success or excellence over time in Language Arts and Mathematics for Grade 9.*

In Grade 9 for both Language Arts and Mathematics, more students are attaining the level of excellence. We have more students below standard in Grade 9; however, we are using formative assessment methods in the classroom to help increase the number of students attaining the level of success. In both Language Arts and Mathematics, the total percentage of students who are successful remains similar to last year. Grade 9 is a focus area to address the need to better engage our students in their own learning.

Cohort Comparisons

The Department of Education also performs a cohort comparison of the Yukon Achievement Tests. That means that we compare the results of the same group of students at Grade 3 and again at Grade 6, and another comparison of how the same group of students perform in Grades 6 and 9. Only the students who actually write both tests are included in this comparison.

In 2009, in both Yukon and Alberta, students' performance dropped between Grades 3 and 6 and between Grades 6 and 9. This is not unexpected, as students are required to demonstrate gradually increasing and deeper conceptual knowledge as they progress to the higher grades.

Yukon Achievement Tests 2006 vs. 2009
Math 3 to Math 6 Cohort Comparison
LA 3 to LA 6 Cohort Comparison

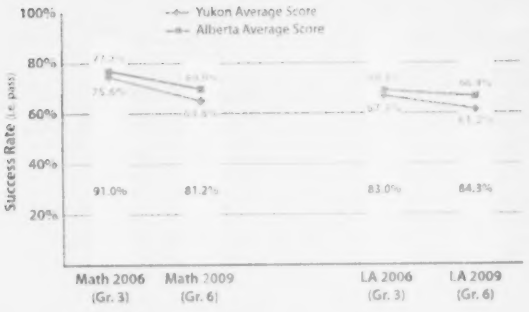


Fig. 19. Comparison of average scores for Grade 3 and 6 cohorts in Mathematics and Language Arts.

Yukon Achievement Tests 2006 vs. 2009
Math 6 to Math 9 Cohort Comparison
LA 6 to LA 9 Cohort Comparison

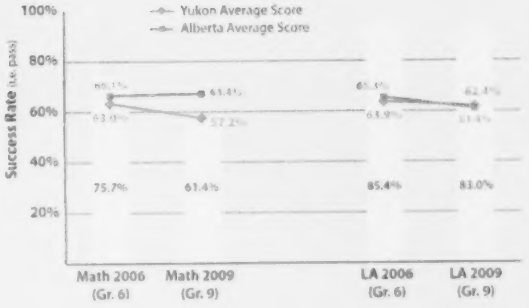


Fig. 20. Comparison comparison of the average scores of Grade 9 students in Language Arts and Mathematics in 2009 in Yukon and Alberta.

Achievement—A First Nation Perspective

Figures 21 through 25 are provided to allow comparisons between the performance of First Nation students and that of Non-First Nation students for the 2007–08 school year, as assessed through the Yukon Achievement Tests in Mathematics and Language Arts.

The first two figures represent the average score of First Nation students on both the Mathematics and Language Arts Yukon Achievement Tests.

In Grade 3 Language Arts, First Nations students' performance remained steady. In Grade 6, average scores dropped by 2.7%. However, in Grade 9, there was a slight positive increase in average performance scores.

In Grade 3 Mathematics, the First Nations students' scores remained steady. In Grade 6, there was a positive trend of 2.4%, and there was a negative trend of 2.2% in Grade 9.

Yukon Achievement Test—Language Arts Average Scores—Yukon First Nation Students

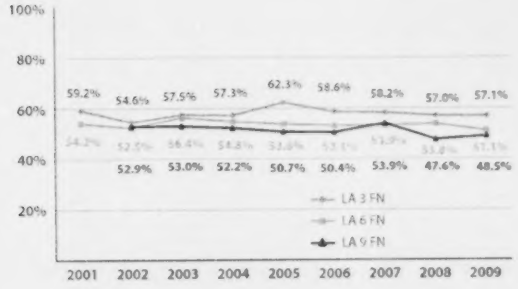


Fig. 21. *Yukon First Nation YAT average scores for Language Arts. First Nation ancestry is based on self-identification.*

Yukon Achievement Test—Mathematics Average Scores—Yukon First Nation Students

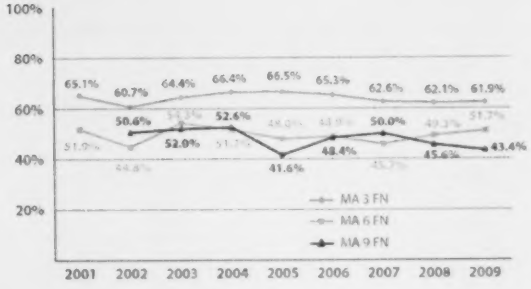


Fig. 22. *Yukon First Nation YAT average scores for Mathematics. First Nation ancestry is based on self-identification.*

Achievement in Grade 3 (2008–2009) First Nation vs. Non-First Nation

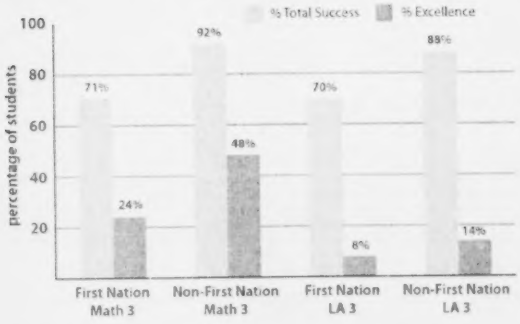


Fig. 23. *Comparison of achievement for First Nation and Non-First Nation students in Mathematics and Language Arts Grade 3.*

Achievement in Grade 6 (2008–2009) First Nation vs. Non-First Nation

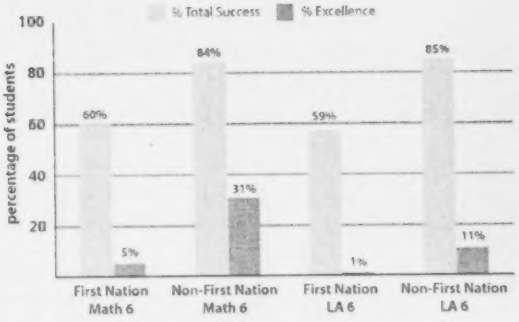


Fig. 24. *Comparison of achievement for First Nation and Non-First Nation students in Mathematics and Language Arts Grade 6.*

Achievement in Grade 9 (2008–2009) First Nation vs. Non-First Nation

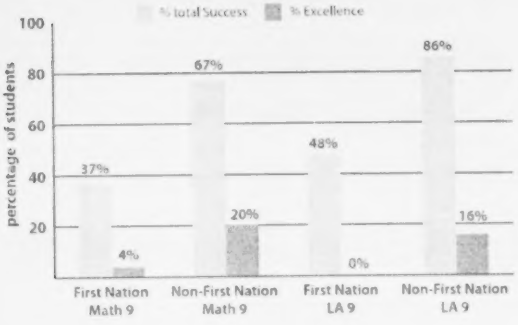


Fig. 25. *Comparison of achievement for First Nation and Non-First Nation students in Mathematics and Language Arts Grade 9.*

Success is defined as students achieving a score of 50% and above, and 85% of students should be successful. Excellence is defined as students achieving a score of 80% and above, and 20% of students should be successful.

In all instances, First Nation students' average scores are below those of Non-First Nation students. It is important to note that the Yukon achievement results are consistent with the disparity in performance levels between First Nation and Non-First Nation students across Canada. There are a number of factors that may contribute to these results. The Department of Education's First Nation Programs and Partnerships Unit and the Yukon First Nation Education Advisory Committee are working to improve opportunities for First Nation students. One important focus for the coming years is providing evidence of learning through formative assessment that guides the differentiation of instruction to the individual needs of each student.

In 2008, the Department of Education released a document prepared with the Yukon First Nation Education Advisory Committee entitled *Helping Students Succeed: Vision, Goals and Priorities for Yukon First Nation Educators.* The number one goal in this document refers to student achievement and success: "The Yukon has an education program and environment in which Yukon First Nations students graduate from Grade 12 fully ready for post-secondary training, education and employment, with the Yukon First Nation perspectives, values, knowledge, skills and language to help find the balance to live peacefully and respectfully with themselves, one another and the land." The visions expressed in this document are being used to guide programming and interventions so that this goal and the others can be realized.

British Columbia Provincial Exams (BCPEs)

As the B.C. Curriculum supports the Yukon Program of Studies, Yukon students enrolled in a number of specific Grade 10, 11 and 12 courses are expected to write the B.C. Provincial Exams for those courses. The B.C. Provincial Exam program:

- is a tool used to monitor whether Grade 10, 11 and 12 students meet consistent standards of achievement in academic subjects,
- enables equity for graduating students from all schools when applying for admission to post-secondary institutions, and
- facilitates dialogue around educational planning for secondary programs.

Changes in Requirements to Write the BCPEs

In the 2008–09 school year, Education officials conducted a consultation to determine whether Yukon should follow the lead of British Columbia and make most BCPEs optional for Yukon students. After receiving feedback, and based on what was heard, the decision was made that it is in the best interest of Yukon students to have a choice in writing the optional exams as in B.C. Those courses that have optional BCPEs in British Columbia were made optional in Yukon; this decision was made retroactive to the beginning of the 2008–09 school year. Just as in B.C., five exams remain mandatory as a graduation requirement in Yukon. These are: Language Arts 12, Language Arts 10, Science 10, Mathematics 10 and Social Studies 11.

Grade 10, 11 and 12 Highlights

With 21 possible provincial exams available for students to write, it would not be feasible to include information for all exams. In 2008–09, there was an increase in the percentage of students receiving excellent scores; for example, in Physics 12, Mathematics 10 Essentials, French 12, Mathematics 12, English 10 and Science 10. Mathematics 12 has increased by 3% this year. Physics average score has increased by 12%. Science 10 average scores have increased by 3%. At the time of publication, data for comparison of scores between Yukon and B.C. students was unavailable for the Grade 10 and 11 BCPEs.

Average Scores of Yukon and B.C. Students in BCPEs 2008–09

2008–2009	Yukon	British Columbia
Biology 12 (n=79)	63%	54%
Chemistry 12 (n=48)	58%	73%
Communications 12 (n=103)	65%	66%
English 12 (n=263)	68%	55%
French 12 (n=9)	73%	80%
Geography 12 (n=44)	69%	73%
History 12 (n=53)	71%	76%
Mathematics 12 (n=83)	60%	74%
Physics 12 (n=30)	71%	71%

Just as in B.C., five exams remain mandatory as a graduation requirement in Yukon. These are: Language Arts 12, Language Arts 10, Science 10, Mathematics 10 and Social Studies 11.

Fig. 26. *Comparison of average scores for Grade 12 B.C. and Yukon students.*

B.C. Provincial Exams—Achievements in Grade 10 and 12 (2008–09)

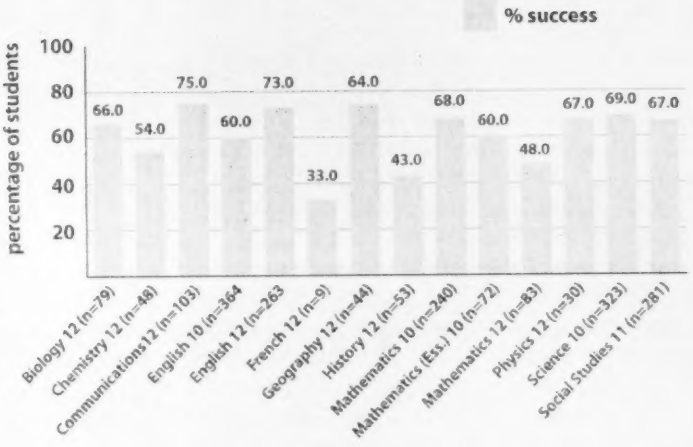


Fig. 27. *The number of students who achieved successful and excellent performance in each of the exams identified.*

Figures 28 and 29 identify the percentage of students who are achieving successful and excellent performance. The percentage of students achieving successful and excellent performance in 2008–09 may reflect the change to optional exams.

B.C. Provincial Exams—Achievement of Excellence in Grade 10 and 12 (2008–09)

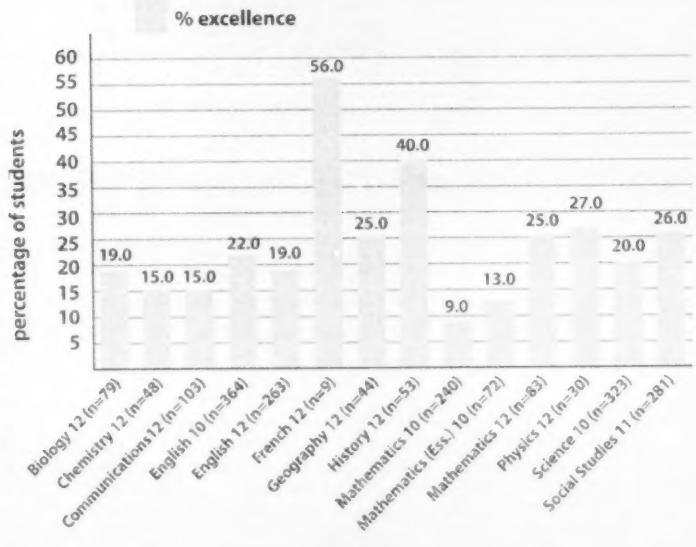


Fig. 28. *The percentage of students who achieved excellent performance in each of the exams identified. Excellence is defined as achieving a score of 80% and above. This is the percentage of students who sat the exam and achieved excellence. Yukon Achievement Standards indicate a target of 20% of students demonstrating excellent performance.*

Yukon Excellence Awards

Students earn Yukon Excellence Awards solely through their academic performance. All students in Grade 9 who write semester-end or year-end Yukon Achievements Tests and all Grade 10, 11 and 12 students who write B.C. Provincial Examinations, are eligible for an award. To qualify for an award, students must achieve a test score of 80% or above. Students may use their awards toward the cost of tuition, compulsory fees, and/or books. For the 2008–09 school year, 375 students earned 556 awards, totaling $212,400; this is a significant increase in the number of students and the number of awards last year, when 335 students earned 526 awards.

Award Values

Grade 9 Yukon Achievement Tests—$200
Mathematics and Language Arts

Grade 10 B.C. Provincial Exams—$300
Mathematics, Science and Language Arts

Grade 11 B.C. Provincial Exams—$400
Social Studies and Civics 11

Grade 12 B.C. Provincial Exams—$500
Any Grade 12 Provincial Exam

Yukon Excellence Awards—Number of Awards 2008–09

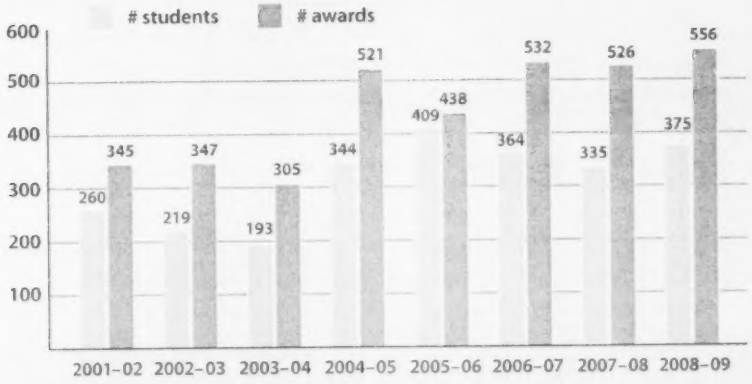


Fig. 29. *The number of students who received awards, and the number of awards earned.*

Student Attendance

Attendance is another indicator of educational success. Collecting and reporting attendance information presents considerable challenges, and methods are continuing to be refined.

Average Absences—Whitehorse Students

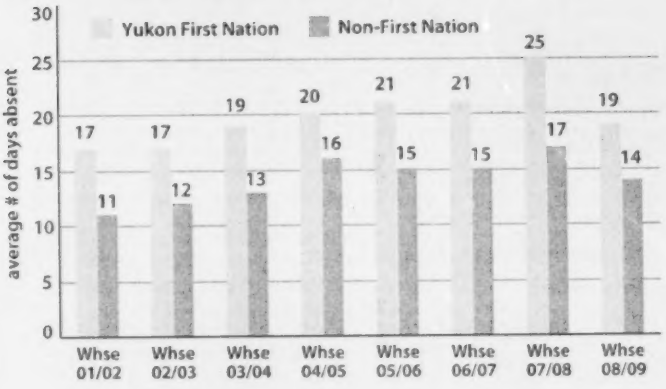
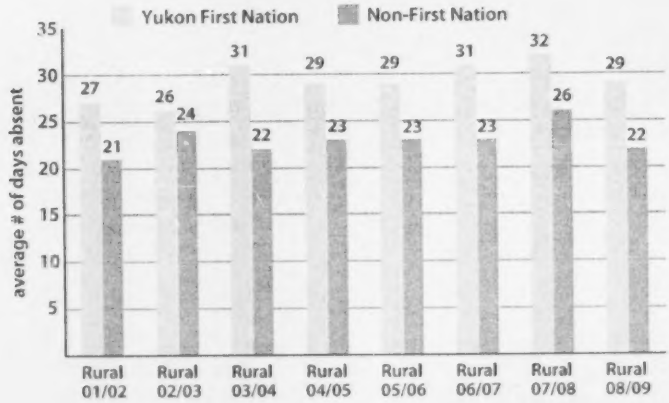


Fig. 30 and 31. *Absenteeism for Whitehorse and rural Yukon students, broken down by First Nation and Non-First Nation students. First Nation ancestry is self-identified. The number absences for Whitehorse students, both First Nation and Non-First Nation students, had decreased. For First Nation students in Whitehorse, the average number of days absent has decreased by six days, and the average absence has dropped three days for Non-First Nation students.*

Average Absences—Rural Yukon Students



Graduation Rate

Graduation rates are only of one of many indicators of student success. Within Canada, there is no consistent method used among provinces to determine graduation rates, though increasingly more jurisdictions are moving toward using the six-year cohort method. That is the method that the Department of Education intends to use once the new Yukon Student Information System (YSIS) is fully implemented.

The cohort method includes tracking a group of students as they move through their high school years from Grade 8 to Grade 12, including one additional year. This is one of the most effective methods because it tracks student transitions at every step of the way, including graduation, and shows trends and barriers immediately, and gives educators the opportunity to respond quickly and early to assist students in maintaining a path that is appropriate for that student.

Once YSIS is fully implemented, expected by 2011, all Yukon students will have a Personal Education Number (PEN) that will enable the Department to track every student over their entire school career. The system will also support tracking subgroups, such as rural and urban Yukon graduation rates, graduation rates by school, First Nation and Non-First Nation graduation rates, by gender and over time. Parents will also be able to access YSIS to monitor their children's success.

In the meantime, we are continuing to use the Statistics Canada method, as was done in the 2007-08 Annual Report. This method involves counting the number of persons who have graduated as a percentage of 17 and 18 year olds in Yukon. The Yukon Bureau of Statistics has confirmed that there are 492 Yukoners born between January 2, 1991 and January 1, 1992 who are actively registered with the Yukon Health Care system. Using this figure, there are 492 Yukoners of graduation age, compared to 303 who actually graduated, and that provides for a graduation rate of 62%. It should be noted that due to the small population, fluctuations in the proportion of students will occur from year to year.

The Department is also working with the Yukon Bureau of Statistics to conduct a Longitudinal Exit Survey. This study will follow up on every student over two-year intervals, over a period of five years, to determine what happened to students within a specific cohort after they have left the education system.

These new initiatives will provide for a better data base to track student success in a variety of ways, and will assist the Department of Education to identify the most informative way to represent student success for future years.

- Graduation Rate: 62%
- Rural Graduation Rate: 48%
- Urban Graduation Rate: 65%
- Female students graduate at the rate of 62%
- Male students graduate at the rate of 61%
- 20% of all graduating students were First Nation, up from 14% last year
- Percentage of Yukoners under 19 still in school: 87%
- Absenteeism and attendance rates are improving

Advanced Education

Overview of the Advanced Education Branch

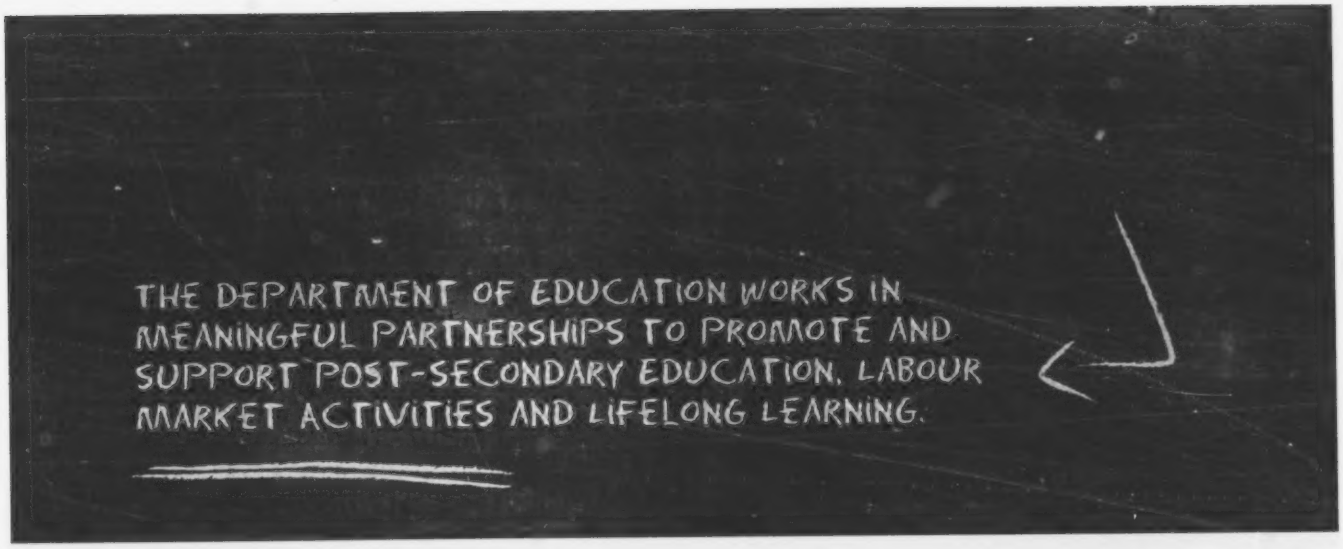
To advance the Department's goals, values and objectives, the Advanced Education Branch offers a variety of programs and services aimed at promoting and supporting adult training, post-secondary education and labour force development, including immigration. The Advanced Education Branch also provides and administers student financial aid and youth employment training.

Advanced Education provides services to Yukoners through the following two units: Labour Market Development, and Training Programs.

The Advanced Education Branch offers a variety of programs and services aimed at promoting and supporting adult training, post-secondary education and labour force development, including immigration.

Program Objectives

- To promote and support adult training, post-secondary education and labour force development.
- To facilitate public and private post-secondary education opportunities in Yukon.
- To develop labour force initiatives, including labour market research, planning and information.
- To promote apprenticeship, skills training and inter-provincial trades standards.
- To work with our key partners and stakeholders to train local residents for community-based job opportunities.
- To ensure essential skills, including literacy, are treated as priorities for workplace success.
- To provide and administer student financial assistance and youth employment training opportunities for Yukon students.
- To work in collaboration with First Nations to increase opportunities for training, participation in the labour force and delivery of programs and services.


THE DEPARTMENT OF EDUCATION WORKS IN MEANINGFUL PARTNERSHIPS TO PROMOTE AND SUPPORT POST-SECONDARY EDUCATION, LABOUR MARKET ACTIVITIES AND LIFELONG LEARNING.

Highlights of Advanced Education Programs and Initiatives

School of Visual Arts

In spring of 2009, students at the Klondike Institute of Art and Culture's (KIAC) School of Visual Arts (SOVA) in Dawson City completed the second offering of a foundation year program in visual arts.

Students enrolled in the program earn Yukon College credits. The program provides post-secondary students with a year of instruction in the fundamentals of visual arts, and credits are transferable to institutes outside the territory where students can complete a degree.

The KIAC School of Visual Arts has articulation agreements with four institutes outside the territory: Emily Carr Institute of Art and Design, Alberta College of Art and Design, Nova Scotia College of Art and Design, and Ontario College of Art and Design. An articulation agreement with Thompson River University is currently being developed.

The Department of Education provided KIAC School of Visual Arts with $474,000 for the 2008–09 fiscal year. Eleven full-time students and two part-time students enrolled in September. Four of the eight students who completed the 2008–09 program were accepted into the Nova Scotia College of Art and Design. Two of those students have enrolled, and two have deferred. Three graduates from the 2007–08 program are also starting the second year of their fine arts degree, two at the Emily Carr Institute of Art and Design, and one at the Nova Scotia College of Art and Design.

The KIAC School of Visual Arts has articulation agreements with four institutes outside the territory: Emily Carr Institute of Art and Design, Alberta College of Art and Design, Nova Scotia College of Art and Design, and Ontario College of Art and Design. An articulation agreement with Thompson River University is currently being developed.

Note: data for 2007/08 and 2008/09 based on Program (Academic) Year, previous years based on Fiscal Year

Number of Yukon Apprentices Registered in Each Year

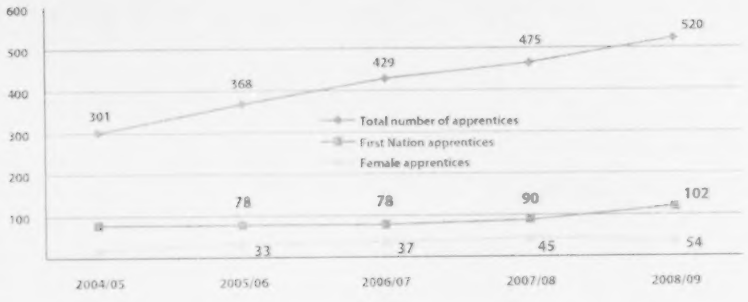


Fig. 32. *The number of apprentices has increased each year in total as well as for First Nation apprentices and female apprentices. The number of apprentices is presented here for the academic year.*

WITT provides women with hands-on courses and workshops to explore trades and technology as a viable career option.

Yukon Tradesperson Qualification Program

This program provides trades certification, and in most cases inter-provincial standards recognition, for trades workers in trades designated in Yukon. The program is available to individuals who have gained the required trade experience, but have not been able to access certification through a formal apprenticeship program. It also provides an opportunity to gain Yukon certification to people who hold trades certification from other jurisdictions.

Yukon Government Apprentice Program (YGAP)

YGAP provides apprenticeship training opportunities for Yukoners within government. These positions are in Yukon government department workplaces throughout the territory. Positions in the program are advertised as they become available.

Women in Apprenticeship and Trades

The Department of Education works actively to help encourage women to participate in apprenticeship and trades. The Department supports Yukon Women in Trades and Technology (WITT). In the 2008–09 fiscal year, Advanced Education provided $75,000 to Yukon WITT. WITT provides women with hands-on courses and workshops to explore trades and technology as a viable career option.

In 2008–09 there were 54 women apprentices, compared with only 19 in 2004-05. This represents a 185% increase from the number in 2004-05.

Some important events by Yukon WITT include the 8th Annual Young Women Exploring Trades conference in November and Ms. Infinity, a one-day conference of six hands-on workshops for Grade 9 and 10 girls to explore the infinite possibilities of careers in mathematics and sciences.

Workshop Highlights for the 2008–09 fiscal year included:

Introduction to Drywalling
Introduction to Laminate Flooring Installation
Electrical
Introduction to Silversmithing
Mountain Bike Maintenance
Chainsaw Maintenance
Mosaic Tiling
Bird House Building and Painting for Girls (with Parks Canada)

Community visits for the 2008–09 highlights included:

Old Crow, Gwitchin Youth Conference –
Copper and Galvanized Steel Workshop and Tiling Workshop

Faro – Copper and Galvanized Steel Workshop

Selkirk Elementary School – Tiling Project

In 2008–09 there were 54 women apprentices, compared with only 19 in 2004-05. This represents a 185% increase from the number in 2004-05.

Labour Market Initiatives

The Advanced Education Branch is responsible for developing labor force initiatives, including labour market research, planning and information. Highlights include the Labour Market Framework, the Targeted Initiative for Older Workers, and the Yukon Nominee Program. The Student Training Programs and the Community Training Funds also have labour market development components.

Labour Market Framework for Yukon

A vibrant economy requires a strong labour market. Attracting a range of workers from entry level to highly skilled occupations is critical to ensuring Yukon employers have the human resources required to meet the challenges of economic growth.

In October 2008, the Advanced Education Branch developed a Labour Market Framework for Yukon, with the input from stakeholders. This document is a tool to guide the development of five new strategies that will help ensure Yukon will have an inclusive and adaptable labour market that meets the demand of a strong, diversified economy.

The strategies are:

- Comprehensive Skills and Trades Training Strategy—This strategy will be used to develop training programs for Yukoners, so they can take advantage of local job opportunities. It will also help local employers by helping ensure workers will be available to them.
- Immigration Strategy—This strategy will help businesses find the staff they need when job vacancies cannot be filled locally or nationally. It will help make Yukon an attractive destination for immigrants. This strategy will influence immigration programs and policies. It will also address settlement services for immigrants, so that newcomers can feel welcome and ultimately become contributing community members.
- National Recruitment Strategy—To hire employees with certain skills and knowledge, employers might have to compete with other business in Canada and in other countries. This strategy will develop a marketing scheme and recommend initiatives to encourage potential employees from other jurisdictions in Canada to relocate to Yukon.
- Employee Retention Strategy—This strategy will help businesses plan incentives that will help them keep the staff they have already hired and trained. Businesses that are able to keep valued employees are better able to meet the needs of their customers and participate fully in Yukon's economy. Employees might leave for promotions, better pay, benefits, better work hours or new locations. This strategy will help business retain staff by researching other national programs and identifying best practices from other jurisdictions.
- Labour Market Information Strategy—This strategy supports all the other strategies. Good labour market information helps to match training, recruitment and other efforts with workers' needs. Labour market information can also help people make career decisions.

Part of all these strategies involves working to engage groups that are under-represented in the work workforce such as First Nations persons, persons with disabilities, older workers, youth, women in trades, and social assistance recipients, so that these persons can participate more fully in Yukon's labour market. Special consideration needs to be given to members

from these groups who, at times, may have multiple barriers and require additional supports.

Because Yukon is a small jurisdiction, changes in the labour market have a disproportionate effect on the overall economy. The effects of the start of a new company or industry, the closure of a long-term business or a large-scale event such as the 2007 Canada Winter Games present significant challenges. The Labour Market Strategies are being designed to be adaptable to changing economic conditions.

Since January 2009, four working groups have been working to develop the five strategies. (One working group is responsible for both the National Recruitment Strategy and for the Employee Retention Strategy.) The working groups are also developing action plans that will be recommended to Yukon Government and stakeholders for implementation.

Stakeholder involvement is crucial to help ensure that needs of Yukoners are met and economic opportunities are created. For that reason, the working groups have representatives from business, and non-government organizations and all orders of government, including First Nations governments.

Working group participants are aiming to complete the strategies and action plans by December 2009.

Targeted Initiative for Older Workers (TIOW)

The TIOW is a labour force development project targeted at workers aged 55–65 that is jointly funded by the Yukon and federal governments and delivered by Yukon College. By providing training and work placement opportunities for older workers, the Yukon government is working to develop further capacity in the local work force. In Yukon, 22% of our population is aged 50–64, and persons who are underemployed in this demographic can be a great asset to the labour force.

The TIOW began in May 2007 and was anticipated to run for two years in Whitehorse. The program has been extended for three years and will be delivered by Yukon College in Whitehorse and community campuses. Since 2007, 72 participants have completed the programs, 50 from Whitehorse and 22 from communities. Of all the past participants, 84% gained employment or enrolled in additional training or college courses.

Yukon Nominee Program

The Yukon Nominee Program is one tool that the Advanced Education Branch has to help employers in addressing labour market needs. It was developed to allow the Yukon government to nominate potential immigrants based on industrial and economic priorities and labour market conditions. Under this program, based on Yukon's assessment, immigrants who have a job offer in Yukon and have strong likelihood of successfully establishing themselves in Yukon society are nominated.

There are three categories within the Yukon Nominee Program: the Skilled Worker category, and the Critical Impact Worker category, which are administered by the Advanced Education Branch, and the Business category, which is administered by the Department of Economic Development.
The Yukon Skilled Worker category is designed to attract qualified individuals who can help alleviate the shortage of skilled workers in the territory. Skilled Workers are workers who generally require some sort of certification, such as cooks, health professionals and trades persons.

The Critical Impact Worker category provides Yukon employers with the means to fill semi-skilled and entry-level jobs that they cannot fill locally. The Critical Impact Worker category was initiated in November 2007 and is set to run until March 2009. This category was developed due to the demand from employers for entry-level workers within the service and hospitality sector, given the shortage of workers available locally. Businesses at that time were facing a reduction in service or closing due to the unavailability of workers.

The Critical Impact Worker category provides Yukon employers with the means to fill semi-skilled and entry-level jobs that they cannot fill locally.

There continues to be demand for workers in this category, and during this reporting year, employers still reported having difficulties securing workers to fill vacancies for entry level occupations in Yukon. For example, the 2008 Business Survey Report for Yukon states that of 2,955 businesses surveyed, they reported 1,161 vacancies. In March 2009, Cabinet approved the extension of the Critical Impact Worker Pilot Project for two more years, or until the completion of the Immigration Strategy, whichever comes first.

Every Yukon employer who applies for the Critical Impact Worker category is required to continue providing proof of advertising employment positions for at least a two-week period, both locally and nationally, to demonstrate that they have been unsuccessful in filling these vacancies with Canadian citizens. Through the hiring of two Labour Market Development Officers in February 2009, monitoring of program files and workplace visits take place to ensure program compliance.

Between August 1, 2008 and July 31, 2009, the Department of Education received 108 applications to the Critical Impact Worker category and 43 applications to the Skilled Worker category.

During that same time period, 32 Skilled Worker applications were approved, and 74 Critical Impact Worker applications were approved.

Student Employment Programs

There are two student employment programs delivered by the Advanced Education Branch: 1) the Student Training and Employment Program and, 2) the Summer Career Placement Program.

Student Training & Employment Program (STEP)

STEP offers Yukon post-secondary students the opportunity to work in Yukon during the summer in their chosen field of study. Students gain insight about employment in that sector, and employers gain valuable summer staff. Students receive at least 450 hours of hands-on training in career-related employment with private sector or government employers. STEP students are paid at least $14.40/hour, subsidized by AEB at $7.20/hour towards the student wages. STEP began in 1978 offering 24 jobs. The STEP program is very successful in providing relevant experience to summer students. At the same time, STEP helps employers meet their summer staffing requirements with the added benefit of a subsidy.

Student Training and Employment Program (STEP)

Year	2004/05	2005/06	2006/07	2007/08	2008/09
Funds	$368,000	$368,000	$368,000	$368,000	$368,000
Number of Jobs	130	131	138	134	113

Source: Yukon Department of Education

Note: based on fiscal year. The number of jobs reported after 2007-08 indicates the number of students who took jobs offered under the program. Previously, the number of jobs indicated the number of positions that were approved for funding, including positions that had gone unfilled.

Summer Career Placement

Summer Career Placement provides assistance to employers to hire students or unemployed youth. The program focuses on providing career-related work experience or developmental learning for youth and students through summer or term employment. A wage subsidy is provided to employers. The number of jobs available each year within the program budget varies depending on the length of employment offered by the employers.

Summer Career Placement (SCP) Program

Year	2004/05	2005/06	2006/07	2007/08	2008/09
Budget	$114,500	$114,500	$114,500	$114,500	$114,500
Number of Jobs	64	53	69	54	39

Source: Yukon Department of Education

Training and upgrading of skills are a means of ensuring the Yukon workforce is ready to take advantage of local employment opportunities.

Community Training Funds

Community Training Funds are a key element of the Yukon Training Strategy released in December 1998 by the Government of Yukon. In a changing job market, Yukoners need to prepare for current and future economic developments and employment opportunities. Training and upgrading of skills are a means of ensuring the Yukon workforce is ready to take advantage of local employment opportunities.

Community Training Funds are, for the most part, community-based and community-driven. The funds are designed to put decisions about training in the hands of those best equipped to understand those needs—the communities themselves. Community Training Funds allow a community to take a broad approach to local training needs.

Community Training Funds also represent a true commitment to partnership between the Yukon government and the private sector. The funds can be industry or project specific, to help the private sector meet training needs where required to help support business interests and, as such, support the Yukon economy.

The Yukon Government's financial support through these funds assisted a variety of Yukon organizations, and highlights appear in the table.

Community Training Funds 2008–09

Carmacks Training Fund	$75,000.00
Watson Lake Training Fund	$75,000.00
Total	**$150,000.00**
Cultural Industries (Music Yukon)	$75,000.00
Yukon Historical Museums Association (Heritage Fund)	$50,000.00
Total	**$125,000.00**
Bureau of Statistics—Labour Market Information on Yukon First Nations	$1,400.00
Business Survey	$25,000.00
Canadian Association for Prior Learning Assessment (CAPLA) conference	$5,000.00
Carcross/Tagish First Nation—Log building course	$50,169.00

Project Name	
Challenge—Landscaping and green house program	$33,604.62
Challenge—Woodworking	$29,013.25
Chamber of Commerce (Yukon Nominee Program information session)	$5,193.96
Community Training Funds Evaluation/Plan	$50,000.00
Enhanced Language Training – Immigration	$26,190.00
School of Visual Arts—Evaluation	$50,000.00
Kwanlin Dun House of Learning—Employment and training	$89,520.00
Learning Disabilities Association of Yukon—Employment and training to support adults with learning disabilities or ADHD	$37,468.80
Literacy Heroes in the Yukon—booklet	$5,900.00
Project Construction Management Training	$980.00
Research on Trades—Yukon College	$17,190.00
Skills Canada Yukon—Skills Clubs	$78,907.72
Skills Canada Yukon (Master Cam software)	$10,000.00
Social Assistance Recipients Project—Employment readiness programs	$50,000.00
Study of Tourism Education Programs in Canada and Alaska	$2,570.00
Targeted Initiative for Older Workers	$62,181.00
Textile Manufacturing and Sewing Machine Operator Project	$10,177.50
Trades Exploration & Preparation for Women	$72,256.00
Trades Exploration & Preparation for Women	$34,864.00
Trades Training—Kwanlin Dun First Nation and Yukon College	$65,636.25
Whitehorse Correctional Center—Arts and Academics	$12,315.07
Women in Trades and Technology—courses	$2,000.00
Workplace Literacy Training—Immigration	$85,447.82
Yukon Association for Community Living—Women with Disabilities	$6,000.00
Yukon Child Care Association—Little People—Big Futures training conference	$7,152.75
Yukon College and Justice—Career Exploration Training	$62,655.00
Yukon College Workplace Essential Skills in Rural Communities	$97,205.05
Yukon Federation of Labour—Certificate of Safety for Foreign Workers	$21,786.44
Yukon Foundation (Alberta Centennial Scholarship Administration)	$5,500.00
Yukon Tourism Education Committee—Tourism sector resource guide	$24,897.00
Yukon Trades Labour Market Projections Yukon College	$17,190.00
Yukon Women in Trades and Technology (YWITT)	$75,000.00
Total	$1,270,211.73
Grand Total	$1,545,211.73

More information about Canada Student Loans can be found at: www.canlearn.ca/nslsc/multimedia/pdf/infoguide_e.pdf

In July 2009, a program evaluation was completed for the Community Training Funds. The evaluation sought feedback from all stakeholders with the intention of identifying what was working, lessons learned and what could be improved. The evaluation produced nine recommendations, which are being reviewed by the Comprehensive Skills and Trades Training Strategy Working Group. This working group will develop its own recommendations, based on the results of the evaluation and on developing the Comprehensive Skills and Trades Training Strategy, which will be presented to Yukon government for its consideration later this year.

Student Financial Assistance

The Advanced Education Branch provides and administers student financial assistance for Yukon students through the Yukon Grant, the Student Training Allowance and Canada Student Loans.

Note: Data for 2007/08 and 2008/09 based on Program (Academic) Year; previous years based on Fiscal Year.

Number of Students Who Received Grants, Allowances and Loans

	2004/05	2005/06	2006/07	2007/08	2008/09
Number of Grants	749	782	733	728	743
Number of Student Training Allowances	376	219	220	169	135
Number of Loans	301	253	248	218	223

Source: Yukon Department of Education

Fig. 33a. *The number of students who received grants, allowances and loans. For the 2007–08 and 2008–09 academic years (Aug. 1 to July 31), these numbers reflect only the uptake for students who actually used the funds. In the previous years, the number included those students who either withdrew from programs or ended early and funds were returned.*

Expenditures for Grants, Allowances and Loans

Year	2004/05	2005/06	2006/07	2007/08	2008/09
Yukon Grant	$3,246,901	$3,193,009	$3,309,807	$3,339,377	$3,461,876
Student Training Allowance	$648,242	$522,322	$519,661	$428,540	$408,139
Canada Student Loan & Grants	$1,313,598	$1,214,121	$1,355,353	$1,312,018	$1,462,260

Source: Yukon Department of Education

Fig. 33b. *The expenditures for grants, allowances and loans.*

Note: Data for 2007/08 and 2008/09 based on Program (Academic) Year; previous years based on Fiscal Year.

Yukon Grant

The Yukon Grant is a financial assistance program offered to Yukon students who are attending full-time post-secondary studies at an approved institution for a minimum of 12 consecutive weeks. There are specific criteria to be eligible for this type of funding. Yukon students must fall within one of the three eligibility categories: Dependent Student, Independent Student, or New Resident Student.

Generally speaking, to be eligible for Yukon Grant funding, Yukon students:

- must complete two years of high school between the Grades of 8 and 12 in the Yukon Public Schools system
- be attending full-time post-secondary studies at an approved institution, and
- have not been out of the Yukon for more than 12 consecutive months while not in school prior to applying.

Not all student history is the same; therefore, it is always best to check with the Student Financial Assistance Office should students be unsure of their eligibility status for the Yukon Grant when planning to attend post-secondary studies.

Yukon students cannot receive this type of funding if they are receiving funds from another territorial or federal agency for educational studies other than special scholarships, awards or loans.

In 2008–09, $3,461,876 was provided to students for the Yukon Grant.

In 2008–09, $3,461,876 was provided to students for the Yukon Grant.

Student Training Allowance

This type of funding is available to Yukon students who are attending full-time studies at Yukon College or an approved human resource development training program within Yukon. Courses must run for a minimum of three weeks, and Yukon students must have resided in Yukon for 24 months immediately prior to the commencement of classes.

The Student Training Allowance provides assistance to Yukon students through bi-weekly payments. The rates vary according to whether a student is single or has a number of dependents and is calculated based on the duration of the course of study.

Yukon students cannot receive this type of funding if they are receiving funds from another territorial or federal agency for educational studies other than special scholarships, awards or loans.

It is important to note that Yukon students who also meet Yukon Grant criteria must make a decision on the type of funding they wish to utilize when attending an institution in Yukon. A Yukon student can receive either the Yukon Grant or the Student Training Allowance—not both in the same academic year. Whether a Yukon student decides to take either the Yukon Grant or the Student Training Allowance, it does count towards their five years of eligible funding through the Department of Education's Student Financial Assistance office.

In 2008–09, $408,139 was provided to students in training allowances.

Canada Student Loans

In 2008–09, $1,462,260 was provided to students in loans under this program.

The Government of Canada offers loans to full- and part-time students with demonstrated financial need in all provinces and territories across Canada, with the exception of Quebec, the Northwest Territories and Nunavut.

The purpose of a Canada Student Loan is to supplement, not replace, the financial resources that students and families are expected to contribute. When students are in school, the Government of Canada will pay the interest on the Canada Student Loan if students provide confirmation of full-time enrolment. When the student graduates or leaves school, the Government of Canada offers repayment options to help make repaying student loans more manageable if students experience financial difficulty.

The Advanced Education Branch administers the Canada Student Loan program on behalf of the Government of Canada. In 2008–09, $1,462,260 was provided to students in loans under this program.

Student loans are just one option to consider when deciding how to pay for post-secondary education. It is a good idea to explore all other financial opportunities, including employment earnings and scholarships. More information about Canada Student Loans can be found at: www.canlearn.ca/nslsc/multimedia/pdf/infoguide_e.pdf

Scholarships and Other Options

Over the years, various organizations, individuals and professional groups in Yukon have established scholarships to complement the Financial Assistance programs offered by the Government of Yukon. These scholarships are provided by private donors. For detailed information on the over 50 other student financial assistance options, please visit the Advanced Education website at: www.education.gov.yk.ca.

Adult Literacy Initiatives

Improving Adult Literacy is an important priority for Advanced Education. In 2008–09, the Department of Education provided funding for various literacy programs and organizations in Yukon. This amount does not include funding that is invested in literacy education at the public school level.

Program	Funding
Yukon Learn	$275,000
Yukon College's Essential Skills Program	$136,520
Kwanlin Dun House of Learning	$89,521
Learning Disabilities Association of the Yukon	$37,468
Whitehorse Correctional Centre	$12,315

Council of the Federation Literacy Award

The winner of the fourth annual Council of the Federation Literacy Award for Yukon is Gordon Hardie of Dawson City. The award recognizes learners, educators, volunteers and community groups for outstanding achievement and excellence in literacy.

The Premier represents Yukon in the Council of the Federation, which comprises all 13 of Canada's premiers. The Council of the Federation was created in 2003 to help the provinces and territories play a leadership role in revitalizing the Canadian federation and to build a more constructive and cooperative federal system. Literacy is recognized as a vital component in those goals.

Northern Strategy Trust Funding

In 2008–09, the Department of Education supported four multi-year Northern Strategy projects. The Northern Strategy Trust is implemented in collaboration with First Nations under the direction of the Yukon Forum.

In 2008–09, the Department of Education supported four multi-year Northern Strategy projects.

Walking Together to Revitalize and Perpetuate Yukon First Nation Languages

In 2008–09, the Department of Education contributed $150,000 of Northern Strategy funding to this project, undertaken in partnership with the Council of Yukon First Nations Yukon Chiefs Committee on Education. This project is still in the development stages, with the aim of utilizing a community process to work with First Nations affiliated with the Council of Yukon First Nations to develop local level language revitalization and maintenance plans. These plans will be synthesized to identify common needs and priorities and community-specific needs and priorities, which will be further developed into an action plan. The project will align all work to reduce duplication and maximize efforts to better meet locally determined Yukon First Nations' goals and priorities for their languages.

Revitalizing Culture through Story and Technology

In 2007–08, the Department of Education committed to supporting this three-year project, which has a total budget of $415,000. Under the guidance of the Yukon First Nation Curriculum Working Group, which represents the eight Yukon First Nation Language Groups, a DVD will be produced that will feature Yukon First Nations Language and Culture. In fiscal year 2008–09, Department of Education contributed $49,238.86 of Northern Strategy Funding to this project.

Training to Develop Municipal and First Nation Government Capacity

Association of Yukon Communities is managing this four-year project, with the contribution of $280,000 in the 2008–09 fiscal year. The project focuses on three pillars: strengthening governance, partnerships and institutions; protecting the environment; and building healthy and safe communities. The project is expected to contribute to healthier, safer Yukon communities, built on increasing communities' capacity to develop as communities and by increasing their ability to maintain their existing and future infrastructure and governance structures. The total of Northern Strategy funding for this project is $700,000.

Boards and Committees Leadership Training

In March 2008, the Government of Yukon and Tr'ondëk Hwëch'in signed an agreement that commits $405,000 in new funding to 2010 through the Government of Canada's Northern Strategy Trust Fund to Tr'ondëk Hwëch'in for provision of Board and Committee Leadership Training Services, with a contribution of $133,350 in the 2008–09 fiscal year. The project supports and develops capacity for members of governments and community organizations. The Yukon Volunteer Bureau is contracted to develop and implement one-on-one mentoring, coaching, facilitation, training and educational workshops for between 30 and 50 First Nation, Non-First Nation, organization and joint governance boards and committees, and school boards, councils and committees throughout the territory. Training opportunities address such areas as board development, capacity building, volunteer management and organizational management. This project flows from and builds upon the expertise and knowledge gained by the Volunteer Bureau in a pilot project entitled Volunteer and Organizational Leadership Training Service (VOLTS).

Chapter Four

Supports

To support the Department of Education's vision, goals and objectives, the Department has a budget, policies, facilities and human resources.

Budgets

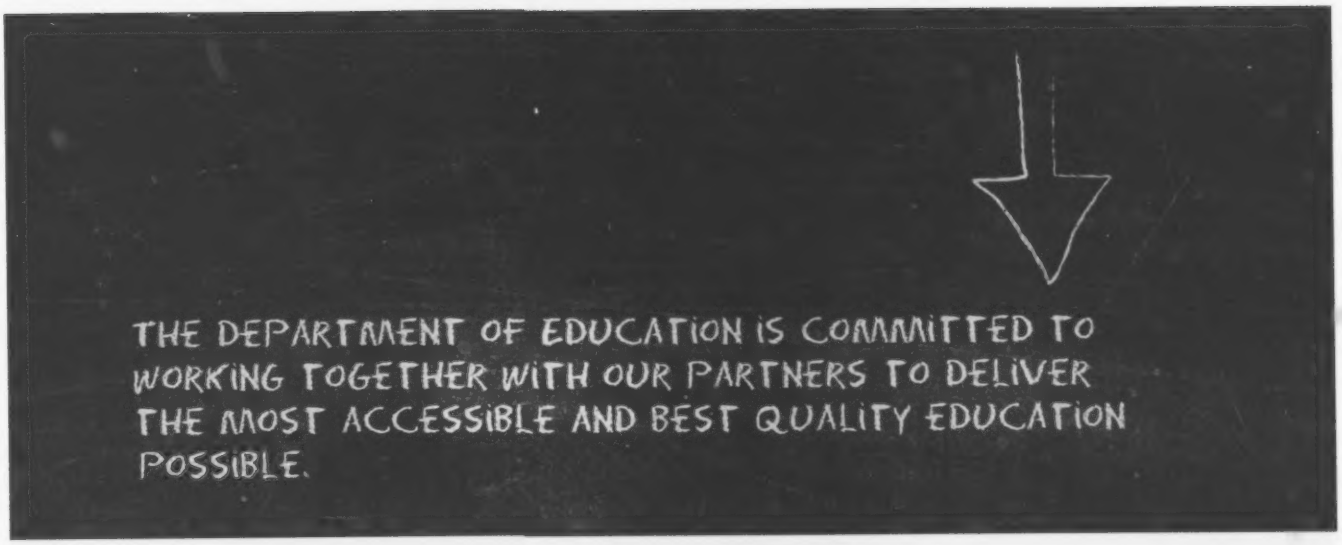
For the fiscal year 2008–09, actual operations and maintenance (O&M) expenditures for the Public Schools Branch totaled $84,389,087. These expenditures were broken down as follows:

- Administration ($263,710 or 0.3% of the Public Schools Branch budget)
- Program Delivery ($72,813,963 or 86.3% of the Public Schools Branch budget)
- Program Support ($7,976,390 or 9.5% of the Public Schools Branch budget)
- Special Programs ($1,786,110 or 2.1% of the Public Schools branch budget)
- First Nations Programs and Partnerships ($1,548,914, or 1.8% of the Public Schools Branch budget)

Administration expenditures are those for central office administrative costs within the Department of Education. These include expenditures such as ADM of Public Schools' offices.

Program Delivery expenditures are those for school-based personnel and activities, as well as site-based facility expenses. These include salaries for teachers, remedial tutors, educational assistants, school secretaries, school librarians, directors of learning and native language instructors, all of whom provide direct services to the students in the classrooms. Professional development for teachers is part of program delivery expenditures.

Program Support expenditures are those that support school-based personnel and activities. These cover the operation of the Gadzoosdaa residence, teacher recruitment and relocation, educational consultant services, participation in the Western Canadian Protocol, school libraries, and acquisition and distribution of school curriculum resources. Support for information technology falls under this category, as well.


THE DEPARTMENT OF EDUCATION IS COMMITTED TO WORKING TOGETHER WITH OUR PARTNERS TO DELIVER THE MOST ACCESSIBLE AND BEST QUALITY EDUCATION POSSIBLE.

Special Programs expenditures are those that support school-based special education services. These cover psychological assessment services, speech/language programs, occupational therapy, sensory impairment support services and other special needs programs or services that are required to meet the needs of special education students.

First Nations Programs and Partnerships expenditures are those that support development and support for First Nations Curriculum and Resource Development, Cultural Activities and First Nations Languages.

For the fiscal year 2008–09, capital expenditures for the Public Schools Branch totaled $4,440,150. These expenditures were broken down as follows:

Facility construction and maintenance—$2,760,974

Instructional programs—$1,676,176

Note: All figures for the "First Nations Programs and Partnership" and the "Budgets" sections are based on March 31, 2009 data, and are subject to rounding.

Public Schools Branch 2008–09 O & M Expenditures

Fig. 34. *The operation and maintenance expenditures for the Public Schools Branch in 2008–09.*

Expenditures per Student

Expenditures per student include all direct operation and maintenance costs of operating the schools, including the cost of all school-based staff, materials, supplies, maintenance, security, grounds keeping and utilities. They do not include the support activities, which are indirect costs, such as branch administration, student transportation, in-services training, curriculum development, native language program development, student accommodation or any capital costs. A portion of the increase is associated with declining enrolment and the loss of staffing efficiencies. Part of the increase is associated with significant increases in the cost of school utilities, such as heat and light, and on collective agreement salary increases. For the 2008–09 school year, the expenditure per student was $15,535. This amount was calculated based on the number of students at October 31, 2008, and actual expenditures for the 2008–09 fiscal year.

O & M Expenditures per student as of October 31, 2008

(figures based on 2007-08 fiscal year)

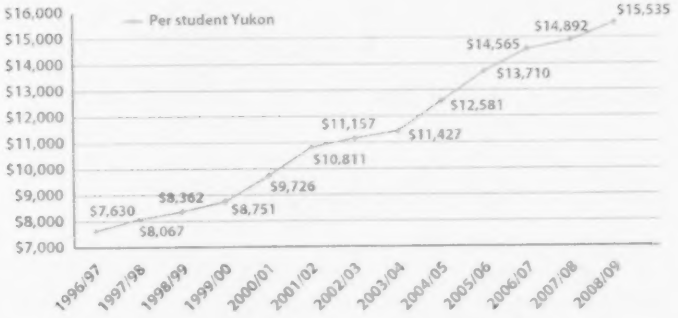


Fig. 35. *Expenditures per student are based on actual expenditures.*

Environmental Scan / Integrated Risk Management Plan

Recommendation 76 of the 2009 Auditor General's Report on the Public School Branch and the Advanced Education Branch recommended that the Department develop an integrated risk management plan to identify and access key risks that the Department faces. This task is to assist the Department in developing strategies to mitigate these risks.

The Department of Education tabled an Implementation Plan in response to the Auditor General's Report, and the Plan committed to incorporating an Environmental Scan section in the Annual Report and to reporting on potential issues in the Annual Report by fall 2010.

As the Department continues to transition towards a new look for the Annual Report, a preliminary version of an Environmental Scan has been added to this Report, with the intention to have this section fully developed in the 2009–10 Annual Report next year.

1 Declining enrolments in public schools

Enrolments in Yukon schools have declined by nearly 20% in the 10-year period since 1996, when enrolments were at an all-time high. This phenomenon, sometimes referred to as the boom-bust echo, reflects a general demographic trend that most jurisdictions in Canada are experiencing. Essentially, enrolments are continuing on a declining trend following the baby boom that extended from just after the Second World War, from 1946 to the 1970s.

The majority of schools are at approximately 50% of their designed capacity, and there are costs associated with heating and maintenance of under-filled schools.

The Department has conducted a Facilities Study to direct next steps and to assist in the announced plans to replace the high school in Riverdale, F.H. Collins Secondary School. The Department will continue to look for ways to ensure that this new school addresses the learning needs of students well into the future, in a cost effective manner and with due regard to the environmental footprint of a new facility.

2 First Nation self-government agreements: Transfer of responsibility for education

Eleven First Nations have Self-Government Agreements that include clauses to transfer responsibility to deliver education programs themselves. Yukon government is involved formally with the Tr'ondëk Hwëch'in government and discussing options for the education of their citizens. At the same time, the Department of Education has invested in a number of initiatives to make the public school system an attractive choice for all Yukoners, including self-governing First Nations.

Under New Horizons, by creating structures that support community-driven initiatives under New Horizons, the Department of Education, in partnership with Yukon First Nations, is working to ensure the education system works for all students. Examples include the First Nations Programs and Partnerships Unit, the Yukon First Nations Education Advisory Committee and the Southern Tutchone Bi-Cultural School Program.

Under New Horizons, by creating structures that support community-driven initiatives under New Horizons, the Department of Education, in partnership with Yukon First Nations, is working to ensure the education system works for all students.

3 Increased enrolments in rural schools due to resource activity

The majority of Yukon schools have sufficient capacity to accommodate increased enrolments due to resource activity. This is particularly true in rural Yukon, where most of the resource activity and exploration is likely to occur. The Department also has the process in place to assess the staffing needs of schools due to either increased enrolments or additional and different learning needs of students.

In addition, the Department has a representative on the Yukon Economic Social Assessment Board Practitioners Forum that monitors the resource activities in these areas, and this forum ensures that we are able to track possible increases and prepare for potential increased enrolments.

4 Yukon Teachers' Association (YTA) Collective Agreement

As this Annual Report goes to print, the YTA and the Yukon government, the employer, have declared an impasse in their negotiations to renew a collective agreement.

The Yukon government is seeking at the earliest opportunity a renewed three-year collective agreement with the YTA that will improve the education system, maintain class contact time and be fiscally sustainable.

5 Change in policy regarding mandatory provincial exams could leave some students ineligible for being accepted into the post-secondary institution of their choice

The Department conducted a series of consultations last year with the community and within the schools to review whether or not to continue to require Yukon students to write some B.C. Provincial Exams as a mandatory part of their graduation program. Following the review and consultations the Department decided to fully align itself with British Columbia graduation requirements, in which many of the provincial exams are optional.

Last year, Yukon moved to that model, and that means that only five B.C. Provincial Exams remain mandatory, and the other B.C. Provincial Exams are now optional. Parents and students are being encouraged to contact their principals for more information, as there are some post-secondary institutions that continue to require provincial exams as part of the entrance qualification into some programs, though those institutions are the minority.

As well, because the criteria for receiving the Yukon Excellence Awards is achieving 80% or better on the B.C. Provincial Exams, Yukon students who opt out of optional exams will not be eligible for Excellence Awards for those exams. These cash awards are used for the purpose of paying tuition, fees and book costs incurred by students while studying at a post-secondary institution.

The Department is providing the information to parents and students throughout the year so that they can make an informed choice about whether or not to write the exams that are now optional.

6 Court case with the Commission scolaire francophone du Yukon

Commission scolaire francophone du Yukon (CSFY) filed suit against the Yukon government on February 18, 2009. The Statement of Claim is wide ranging and argues that, by virtue of Section 23 of the *Canadian Charter of Rights and Freedoms*, Government of Yukon, as the delegate of Canada, has a responsibility to fulfill CSFY's funding requirements in a more extensive manner than is currently occurring. Yukon has argued that it is meeting all of its obligations to the board under both the *Education Act* and the *Canadian Charter of Rights and Freedoms*.

The courts are scheduled to hear the matter in July 2010.

7 Increasing behavioural and learning needs of students in Yukon schools and increasing violence in the elementary schools

The Department is seeing an increasing number of students with a wider range of learning and behavioural needs. This places an increasing demand on existing resources and requires that the Department continually realign resources.

The Department has focused on safe, caring and respectful school environments characterized by a problem solving, inquiry based approach—planning for success versus a "waiting to fail" attitude.

The Department has focused on safe, caring and respectful school environments characterized by a problem solving, inquiry based approach—planning for success versus a "waiting to fail" attitude.

The Department has focused on equitable access to education, inclusion and supporting the struggling learner with early and effective interventions. The interventions are proactive, continuous, and cumulative, using a step-by-step process to target instruction and learning. Interventions, and evidence gathering always come before referrals and diagnosis. Upon referral, and diagnosis, Individual Education Plans are developed, with parent involvement, for students with specific learning, social and behavioural needs. Student support teams use a tiered response system aligning assessment practices and curriculum to identify appropriate interventions to assist students.

Policies

The Department developed five new draft policies during the 2008–09 school year. As this Annual Report goes to print, these draft policies have been fully reviewed by the Policy Advisory Committee made up of school administrators, school councils, parents and the First Nations Education Advisory Committee, and four are ready to be approved. The fifth, the Dispute Resolution Policy, requires more revision following input from our partner groups and advisory Committees.

In accordance with the General Policy, which outlines the process for developing and approving policy in the Department of Education, once these draft policies have reviewed by the policy advisory committees and revised, they are linked on our website as drafts, allowing for further input, questions and suggestions.

After the policies are reviewed by the Department of Education's Executive Management Committee, they will be approved by the Deputy Minister in the fall of 2009, and a series of new drafts will be linked on the website shortly thereafter.

New policies will be developed in the upcoming school year and the focus of this policy framework will be partnerships, roles and responsibilities.

The policies developed in the 2008–09 school year include:

1. School Growth Planning Policy
2. Dispute Resolution Policy
3. Education Appeal Tribunal Operating Procedures Policy
4. School Closure Policy.

School Facilities

Facility Highlights

Some of the major initiatives that took place in the 2008–09 fiscal year to upgrade the school facilities are included in this section. This represents only a portion of the work done, and is intended to highlight the major projects.

School		Value
Rural Schools		
Del Van Gorder School (Faro)	Painting of corridors	$39,000
	College parking modifications	$16,800
Eliza Van Bibber School (Pelly Crossing)	Painting of gym interior	$19,000
Ghùch Tlâ Community School (Carcross)	Replaced single pane with energy efficient windows on north side	$29,000
	Build display case for S.S. Tutshi artifacts	$4,500
	Replaced fire alarm panel	$4,000
Johnson Elementary School (Watson Lake)	Refinished the gym floor	$17,000
	Minor roof repairs	$9,000
	New playground equipment	$52,000
	Replaced carpet in two classrooms	$23,000
Kluane Lake School (Destruction Bay)	Replaced worn carpet with Linoleum in both classrooms	$21,000
Nelnah Bessie John School (Beaver Creek)	Replaced apartment flooring	$8,000
	Painted apartment	$8,000
Ross River School	Perimeter fencing upgrade	$30,000
	Rear deck replacement	$15,000
St. Elias Community School (Haines Junction)	Replaced flooring in three classrooms	$41,000
	Replaced old windows	$25,000
	Started paving driveway parking	$42,000
Tantalus School (Carmacks)	Demolition of old school	$220,000
	Corridor wainscoting	$12,000
Teslin School	Added barrier-free access ramp	$36,000
	Completed playground installation from 2007	$14,000
Watson Lake Secondary School	Walk-in cooler repairs	$5,000
	Weight room sport mat flooring	$9,000
	Painted interior doors and frames	$34,000

Facility Highlights continued

School	Project	Value
Whitehorse Area Schools		
Christ the King Elementary School	Replace flooring in main offices/staffroom	$13,000
	Replace fascia on E block of building	$6,000
École Émilie Tremblay	Storage cabinets	$4,000
Elijah Smith Elementary School	Replace gym divider	$26,000
	Replace broken skylights	$14,000
F.H. Collins Secondary School	Fire alarm system upgrade	$165,000
	PA system upgrade phase 2	$52,000
Golden Horn Elementary School	Painted interior doors and frames	$8,000
	Added barrier-free access ramp	$22,000
	Replaced carpet in office and staff lounge	$25,000
Grey Mountain Primary School	Renovated classroom to make a computer room	$18,000
	Replaced carpet in three classrooms	$43,000
Hidden Valley Elementary School	Replaced broken foyer windows	$7,000
Holy Family Elementary School	Added playground equipment at the primary end	$44,000
	Installed handicap electric door opener	$8,000
Jack Hulland Elementary School	Refinished the big gym floor	$20,000
	Replaced carpet in two classrooms	$17,000
	Painted rear classroom wing	$29,000
	Renovated room for time-out carrels	$18,000
Porter Creek Secondary School	Painting of interior corridors	$20,000
	Office area flooring	$5,000
Selkirk Elementary School	Replaced flooring in three classrooms	$22,000
	Added parking lot receptacles	$11,000
Takhini Elementary School	Replaced library counter	$5,000
	Interior painting— downstairs classrooms	$33,000
	Front landscaping	$18,000
	Re-shingle roof	$137,000
Vanier Catholic Secondary School	New fascia	$25,000
	Painting of small gym	$8,000
Whitehorse Elementary School	New skating rink	$23,000
	Painting gym interior	$9,000
Wood St. Centre	Gym roof replacement	$213,000

Student Accommodation

Gadzoosdaa Student Residence is a 38-bed subsidized residence in Whitehorse for senior grade secondary school students from communities where there is no senior grade secondary school. These students attend either F.H. Collins Secondary School or Vanier Catholic Secondary School. Parents also have the choice of making private room and board arrangements for their children to attend secondary school in Whitehorse.

Gadzoosdaa Student Residence is a 38-bed subsidized residence in Whitehorse for senior grade secondary school students from communities where there is no senior grade secondary school.

The goal of the Gadzoosdaa Student Residence is to enable each student to develop his or her full potential and to become a self-assured, self-motivated and responsible citizen, who possesses the intellectual, physical and social qualities needed to lead a fulfilling life. Many prominent northerners have stayed at this student residence while completing their high school education.

Supports and facilities at the Gadzoosdaa Student Residence include meal preparation, mandatory daily study periods, and access to computer resources, television lounges, laundry facilities, daily sport activities and field trips.

Staffing at Public Schools

Over the 2008–09 school year, 64 new teachers were recruited to temporary and permanent positions, including five aboriginal language teachers. Of those, 30 were recruited from outside Yukon.

The Minister of Education, along with the Commission scolaire francophone du Yukon (five members); the Kluane Lake School Committee (five members), and Yukon's 26 school councils work in partnership with Department of Education and school staff to deliver K–12 Public School education to students who attend 28 schools, as well as the Individual Learning Centre and the Wood Street Centre.

Staffing is often expressed in terms of FTEs, which refers to full-time equivalents. As of March 31, 2009, these employees were comprised of the following:

- 63 Public Schools Branch staff at the Department of Education (61 FTEs)
- 11 Gadzoosdaa Residence staff (10.8 FTEs)
- 11 French language monitors
- 44 school administrators (principals and vice-principals)
- 43 school secretaries
- 500 teachers (476.2 FTEs)
- 28 remedial tutors (26.5 FTEs)
- 135 educational assistants (126.66 FTEs)
- 39 aboriginal language teachers (32.59 FTEs), inclusive of trainees

In the 2008–09 school year, 41 of the teachers in Yukon schools were graduates of the Yukon Native Teacher Education Program (YNTEP). There were also 38 First Nation language teachers, 36 of whom taught in Yukon's public schools and two of whom taught in the Native Language Centre.

The majority (56%) of Yukon teachers had 10 or more years of teaching experience, while 22% of teachers had 5–10 years of experience and 22% had between 0 and 5 years of experience.

In addition, approximately 98.7% of Yukon teachers held at least a Bachelor of Education Degree, and 16% of those held an additional Masters degree or higher.

The Yukon enjoys the lowest (i.e., the most favorable) pupil teacher ratio of any Canadian educational jurisdiction.

Pupil–Teacher Ratio

The Yukon enjoys the lowest (i.e., the most favorable) pupil teacher ratio of any Canadian educational jurisdiction. On average there is one teacher for approximately every 10.34 students. The lower rate has traditionally been associated with the need to staff rural schools based on programming requirements rather than on enrolment. However, the steady decrease in the ratio from 1997 is largely related to declining enrolment.

Pupil-Teacher Ratio as of March 31, 2008

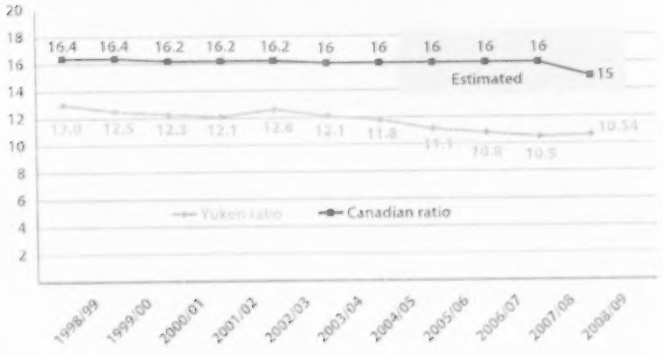


Fig. 36. *On average there is one teacher for approximately every 10.34 students. Pupil-Teacher Ratio for the Yukon: Enrolment in Grades K to 12 divided by the number of full-time equivalent (FTE) teachers. For Canada: Full-time equivalent enrolment (in Grades 1 to 12) and ungraded programs plus pre-elementary full-time equivalent enrolment, divided by the full-time equivalent number of educators. Note: The Yukon calculation usually yields a slightly higher pupil–teacher ratio than does the Canada calculation. Source for Canadian Ratio: Centre for Education Statistics, Stats. Can.*

Professional Development for Teachers

The Department of Education, in partnership with the Yukon Teachers Association (YTA), works to provide professional development opportunities for Yukon teachers on an ongoing basis.

In 2008–09, the Department of Education contributed, through a framework outlined in the YTA Collective Agreement, a sum of $362,000 to the YTA professional development fund. It also covered the costs of the position of a half-time Professional Development Coordinator for the YTA. An additional $50,000 is provided for the Teacher Mentoring Fund.

In addition, Public Schools spent approximately $140,000 in professional development for teachers, through the delivery of in-services and workshops presented by Department of Education consultants.

Environmental Stewardship

The Department of Education is committed to promoting environmental stewardship in the Department as well as in the schools as part of our commitment to Government of Yukon's Climate Change Action Plan. Great work has been completed on environmental stewardship initiatives in individual schools and classrooms for many years.

To reduce the ecological footprint of the Department of Education, the Department is engaging in an environmental stewardship initiative. This initiative involves a partnership between the Departments of Environment; Energy, Mines and Resources; and Highways and Public Works and Education to develop a system-wide framework that includes reducing energy costs and developing a stronger understanding of environmental literacy. By modeling good ecological citizenship, the Department hopes that environmental stewardship values will spread into the homes and communities.

The Department of Education is enrolled in the Leadership in Energy and Environmental Design (LEED) program. LEED is a green building rating system developed by the U.S. Green Building Council. It provides standards for environmentally sustainable construction. LEED was created in 1998 to define "green building" by establishing a common standard of measurement by awarding points for meeting certain criteria. LEED promotes whole-building design practices, recognizes environmental leadership in the building industry.

Many individual schools have long operated composting programs and recycling programs. In 2008–09, the Departments of Education and Environment announced a $75,000 fund that will offer up to $2,500 per school to support recycling education, recycling activities and related efforts.

Public Schools spent approximately $140,000 in professional development for teachers, through the delivery of in-services and workshops presented by Department of Education consultants.

In 2008–09, Selkirk Elementary School achieved Earth II School status, for completing over 2,000 environmental projects. As of January 2009, there were only 14 Earth II Schools in all of Canada.

In addition, many schools participate in Raven Recycling's Annual Garbage-Free Lunch Contest. This contest challenges students to see which classrooms and schools can generate the least garbage at lunchtime. The intent is to teach children and parents about the importance of reducing waste and recycling.

The Seeds Foundation operates a Green Schools Program, and over half of Yukon's schools participate in this program. This program promotes values and skills associated with responsible eco-citizenship by inviting schools to do environmental projects. It encourages students to learn more about where energy comes from and helps them make environmentally responsible choices. In 2008–09, Selkirk Elementary School achieved Earth II School status, for completing over 2,000 environmental projects. As of January 2009, there were only 14 Earth II Schools in all of Canada.

SCHOOL
FRENCH IMMERSION FRANÇAISE

Appendices

Appendix 1: Student Enrolment

Yukon Public School Enrolment 1993 to 2012*

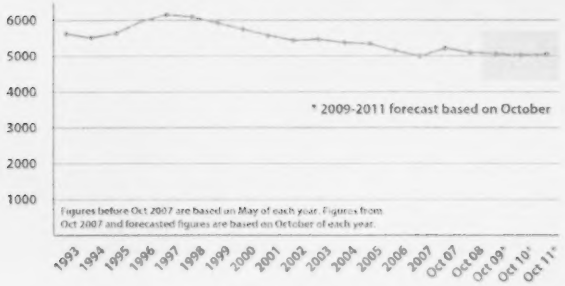


Fig. 37. *The number of students enrolled in Yukon schools since 1993.*

Community Student Enrolment as of October 31, 2008 (where > 75 students)

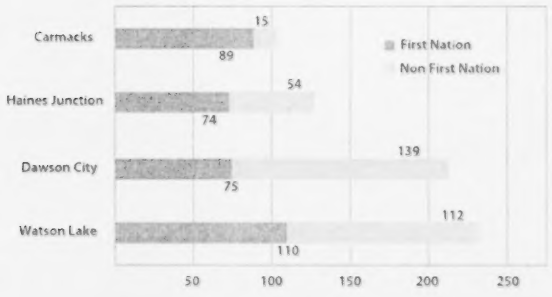


Fig. 38. *The number of First Nation and Non-First Nation students enrolled in community schools. First Nation ancestry is based on self-identification.*

Community Student Enrolment as of October 31, 2008 (where < 75 students)

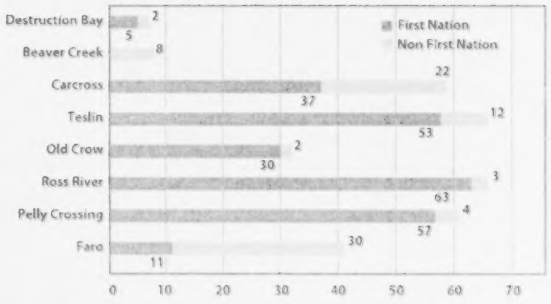


Fig. 39. *The number of First Nation and Non-First Nation students in community schools. First Nation ancestry is based on self-identification.*

Historical Enrolment

SCHOOL	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Chief Zzeh Gittlit	66	55	67	64	46	50	39	44	49	32
Christ the King Elementary	253	307	323	297	287	343	337	314	301	292
Del Van Gorder	216	124	76	71	76	58	53	54	60	52
École Émilie-Tremblay	110	107	110	113	132	116	120	121	108	145
Elijah Smith Elementary	256	237	228	219	215	232	244	276	300	294
Eliza Van Bibber	74	76	83	66	67	73	70	68	62	56
F.H. Collins Secondary	867	778	727	658	611	572	547	541	470	471
F.H. Collins Secondary Immersion	135	122	119	115	98	106	109	107	115	110
Ghùch Tlâ Community School	45	63	48	52	52	55	55	62	54	55
Golden Horn Elementary	296	287	294	284	257	244	234	207	184	170
Grey Mountain Primary	108	88	97	82	83	79	68	68	61	54
Hidden Valley Elementary	172	159	148	143	142	133	126	104	90	98
Holy Family Elementary	191	184	178	174	167	189	166	163	154	154
Individual Learning Centre									85	86
J.V. Clark	103	106	103	98	97	100	90	83	77	83
Jack Hulland Elementary	497	492	465	427	386	391	375	336	330	307
Johnson Elementary	172	173	174	175	170	170	169	155	133	144
Kluane Lake	6	8	6	5	7	4	5	7	7	9
Nelnah Bessie John	21	20	17	21	16	23	13	12	10	6
Porter Creek Secondary	509	637	685	690	729	737	788	802	737	689
Robert Service	289	271	257	230	238	214	233	239	242	214
Ross River	77	75	74	71	68	55	79	64	69	66
Selkirk Elementary	306	274	255	230	241	231	237	225	250	227
St. Elias Community	169	155	148	151	144	154	141	129	122	120
Takhini Elementary	231	227	221	226	216	217	192	171	157	178
Tantalus	92	103	91	98	92	99	92	100	93	97
Teslin	52	55	54	57	56	63	63	68	58	57
Vanier Catholic SS	394	429	444	472	470	408	394	418	425	425
Watson Lake Secondary	107	107	103	108	105	124	113	121	121	115
Whitehorse Elementary Immersion	306	275	250	248	240	263	275	304	329	354
Total Enrolment	**6,120**	**5,994**	**5,845**	**5,645**	**5,508**	**5,503**	**5,427**	**5,363**	**5,253**	**5,160**

Total Enrolment by School

Rural	
Robert Service School, K–12 (Dawson City)	214
St. Elias Community School, K–12 (Haines Jct.)	128
Johnson Elementary School, K–7 (Watson Lake)	116
Tantalus School, K-12 (Carmacks)	104
Watson Lake High School, 8–12	106
J.V. Clark School, K-12 (Mayo)	69
Ross River School, K–9	66
Eliza Van Bibber School, K–12 (Pelly Crossing)	61
Teslin School, K–9	65
Ghùch Tlâ Community School, K–9	59
Del Van Gorder School, K–12 (Faro)	41
Chief Zzeh Gittlit School, K–9 (Old Crow)	32
Kluane Lake School, K–9 (Destruction Bay)	7
Nelnah Bessie John School, K–9	8

Urban	
Porter Creek Secondary School, 8–12	592
F.H. Collins Secondary School, 8–12	594
Vanier Catholic Secondary School, 8–12	438
Whitehorse Elementary School, K–7	410
Elijah Smith Elementary School, K–7	341
Christ the King Elementary School, K–7	302
Jack Hulland Elementary School, K–7	273
Selkirk Elementary School, K–7	168
Takhini Elementary School, K–7	147
Holy Family Elementary School, K–7	157
Golden Horn Elementary School, K–7	146
École Émilie-Tremblay, K–12	158
Individual Learning Centre, 8–12	115
Hidden Valley School, K–7	87
Grey Mountain Primary, K–3	61
Total (as of Oct 2008)	**5065**

Appendix 2: Yukon Achievement Tests 2008–09 Means by School

School	Math3 #	Math3 %	Math5 #	Math5 %	Math9 #	Math9 %	LA3 #	LA3 %	LA6 #	LA6 %	LA9 #	LA9 %
Alberta		73.3		69.9		61.4		68.5		66.4		66.9
Yukon		71.2		63.1		57.0		65.3		60.6		60.9
Chief Zzeh Gittlit School												
Christ the King Elementary School	32	74.0	37	71.7			32	71.2	41	68.7		
Del Van Gorder School												
Elijah Smith Elementary School	32	77.7	39	63.0			32	63.5	39	57.3		
Eliza Van Bibber School												
F.H. Collins Secondary School–EN					52	64.4					92	66.2
F.H. Collins Secondary School–FR					38	68.4					41	68.1
Ghùch Tlâ Community School	6	62.8					7	65.9				
Golden Horn Elementary School	18	84.0	13	79.8			19	77.0	13	67.2		
Grey Mountain Primary School	13	84.7					13	71.9				
Hidden Valley School	9	72.8	10	55.0			6	71.3	10	62.5		
Holy Family Elementary School	19	83.3	11	65.6			18	72.9	12	68.3		
Individual Learning Centre												
J.V. Clark School					6	47.0					9	46.8
Jack Hulland Elementary School	30	62.6	36	60.9			34	59.1	37	60		
Johnson Elementary School	9	51.2	8	64.8			12	48.4	8	66.1		
Kluane Lake School												
Nelnah Bessie John School												
Porter Creek Secondary School					106	51.6					106	56.3
Robert Service School	19	72.8	18	56.9	11	64.0	18	67.8	18	50.6	11	61.9
Ross River School									6	46.2		
Selkirk Elementary School	15	65.8	14	68.3			14	59.6	18	58.2		
St. Elias Community School	8	66.0	7	60.6	10	40.6	8	59.6	7	58.4	11	48.5
Takhini Elementary School	19	75.1	20	67.6			21	66.9	22	56.3		
Tantalus School												
Teslin School			10	48.3					10	55.7		
Vanier Catholic Secondary School					78	65.6					82	68.8
Watson Lake Secondary School					11	51.2					22	44.1
Whitehorse Elementary School–EN	41	67.4	19	70.2			39	65.5	56	64.5		
Whitehorse Elementary School–FR			37	68.5					36	53.8		
École Émilie-Tremblay–EN	14	63.0							6	64.2		
École Émilie-Tremblay–FR			7	70.9	8	65.0			7	74.4	7	75.9

 # = number of students writing exam % = average for school
Results for a school shall not be reported publicly where there are fewer than six students in a particular subject writing. This is to protect the privacy of individual students. These results will be blacked out for the purpose of this report.

Appendix 3: Guidelines for Interpreting the School-Based Yukon Achievement Test Results

The school reports describe the results achieved by students who were in Grades 3, 6 and 9. There is a separate result for each test based on the language of the test.

Yukon Department of Education, including its schools, is responsible for ensuring that the highest possible quality of education is provided to all students. The results from Yukon assessments enable the Department and its Directors of Learning, principals, teachers, as well as school councils, parents, and community members to examine Yukon and school results in relation to Yukon goals and standards. Careful interpretation of results should lead to decisions about how to improve student learning. The reporting on and analysis of results achieved, together with the identification of improvement strategies, are key components of a school's planning and reporting processes. Achievement test results provide only part of the overall picture of a school's performance.

Although Yukon assessments are designed to assess the achievement of Yukon standards, many important learning outcomes cannot be measured by time-limited, paper-and-pencil tests. In addition, many factors contribute to student achievement. The school is in the best position to accurately interpret, use, and communicate achievement results for the school. For this reason, information about school results should be obtained from the school. The Yukon Department of Education does not endorse the production or publication of rank order lists of results.

Detailed reports are useful to school staff for in-depth analysis of areas of strength in a course, areas needing improvement, and the progress being made toward achievement of goals. In addition to summary School Reports, the Department of Education also provides its schools with a breakdown of results by curricular objective, to assist in identifying areas of strength and weakness.

Every student who was in Grade 3, 6 or 9 in Mathematics or Language Arts was expected to write the achievement tests unless it was not possible for the student to respond to the tests or if participation would be harmful to the student.

If a student wrote only one part of the test but was absent for the other part, his or her results are not calculated in the total mean for the school.

Some students with special needs can complete the achievement tests without the use of writing accommodations, others can complete the tests with accommodations, and a few are unable to complete the achievement tests. Students who are unable to complete the achievement tests because they are not capable of responding to the test in its original or approved modified form, or if participation would be harmful to them, should be excused from writing by the school.

Results for an achievement test shall not be reported to the public when there are fewer than six students who wrote the test. This is to protect the privacy of individual students.

Since curriculum standards do not change from year to year, every effort is made to construct tests that are equivalent in difficulty to tests from previous years.

The report provides school average scores (means) for the total test. Evaluating the importance of and reasons for differences between school and territorial results requires careful consideration of the practical significance of differences. Also, it is important to consider local targets for student achievement relative to Yukon achievement standards.

School Factors that Affect Student Achievement
Research in education has identified key aspects of school effectiveness that affect student achievement.

Productive School Climate and Culture
- There is a shared and articulated focus on achievement.
- There is a shared belief that all students can achieve.
- Staff is cohesive, collaborates, and makes decisions by consensus.
- There is a safe, orderly environment that is conducive to teaching and learning.

Focus on Student Acquisition of Central Learning Skills
- Teachers know what students are to learn and emphasize mastery of key concepts.
- Students know what is expected of them.
- Learning time is maximized.

Frequent Monitoring of Student Progress
- Student progress is monitored, reported, and used for planning improvements.
- Students can show what they have learned.
- Parents know what their child has achieved.
- A variety of assessments are used.

Instructional Leadership
- Effective instructional leadership is provided.

Parent–School Partnerships
- High levels of school and home cooperation are evident.

Effective Instruction
- Grouping and organizational arrangements are appropriate.
- Pacing is appropriate.
- Curriculum and learning are aligned.
- Teachers use a variety of strategies.
- Students are actively involved.

High Expectations and Requirements for Students
- Students are held responsible for learning.
- Higher-order learning is emphasized.

Many other factors can be considered in interpreting results and planning for improved learning. These include students' abilities, attitudes, motivations, aspirations, academic backgrounds, and learning styles. They also include students' family circumstances, socioeconomic backgrounds, and community environments. Educators can use achievement test results as one part of an overall plan to improve the quality of learning. Such planning should involve teachers, parents, and community members in the analysis of test results.

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